

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
August 2-3, 2017**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman
A.L. Collins, Vice Chairman
Gregory Alcorn
Eric Davis

Rebecca Taylor
Patricia Willoughby
Olivia Oxendine
Amy White

Also present were:

Amanda Bell, Local Board Member Advisor

Jason Griffin, Principal of the Year Advisor
Bobbie Cavnar, Teacher of the Year Advisor
Lisa Godwin, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

Chairman Cobey called the Wednesday session of the August 2017 State Board of Education (SBE) meeting to order and declared the Board in official session. Chairman Colby welcomed all visitors, online listeners, and Twitter followers and noted that today's meeting was being audio-streamed and that the agenda and all materials are posted online, accessible through the State Board's website.

Chairman Cobey noted that the Board held a one-day meeting in July and would return to the two-day schedule this month with committee presentations today and the official meeting tomorrow with special presentations, committee reports, and voting on Action items. He also noted that the July meeting included a lengthy presentation on the Every Student Succeeds Act draft application and that the Board will continue this discussion today as it moves towards the September deadline for submitting the application.

He stated that the draft application has now been shared with the Governor's Office for his 30-day review. We are hopeful that, by our September meeting, our feedback to staff today will bring us to a plan that this Board can support, pending addition of changes that Board members may request to align with their vision of a robust, acceptable plan.

Chairman Cobey read the Ethics Statement that is required: In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that, if during the meeting members became aware of an actual or apparent conflict of interest, they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

APPROVAL OF AGENDA

As the first order of business, Chairman Cobey noted that Board members have seen the agenda for August and have had the opportunity to review it, and asked if there were any requests for changes. He requested a motion for approval.

Discussion/Comments:

- There was no further discussion.

Upon motion made by Greg Alcorn, and seconded by Amy White, the Board voted unanimously to approve the State Board of Education meeting agenda for August 2-3, 2017.

Chairman Cobey then recognized Mr. Eric Davis, Committee Chair for the Student Learning and Achievement Committee.

STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT (Mr. Eric Davis, Chair; and Dr. Olivia Holmes Oxendine, Vice Chair)

SLA Committee Chair Eric Davis called the June 2017 Student learning and Achievement Committee meeting to order.

ACTION ON FIRST READING

SLA 1 – Required Changes to Policies Governing Services for Children with Disabilities

Policy Implications:

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

1. Increase the cohort graduation rate.
2. Graduate students prepared for post-secondary education.
3. Reduce the percentage of students needing remediation in post- secondary education
4. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).
- 5: Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Goal 2: Every student has a personalized education

Objective 5: Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding academic growth

Goal 3: Every student has excellent educators

Objective 1: Develop and support highly effective teachers

Objective 2: Develop and support highly effective principals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. William J. Hussey (Director, Exceptional Children Division), Ms. Carol Ann M. Hudgens (Section Chief for Policy, Monitoring and Audit) and Ms. Lynne Loeser (Consultant for Learning Disabilities/Attention Deficit Hyperactivity Disorder)

On July 7, 2017, the Exceptional Children Division received notification from the Office of Special Education and Rehabilitative Services.

1. Rosa's Law (Pub. L. 111-256) amended sections of the Rehabilitation Act of 1973, as amended (Rehabilitation Act), the Individuals with Disabilities Education Act (IDEA), the Higher Education Act of 1965, as amended (HEA), and the Elementary and Secondary Act of 1965, as amended (ESEA), by removing the words "mental retardation" and replacing them with the words "intellectual disability" or "intellectual disabilities." The final regulations are effective August 10, 2017.

On June 30, 2017, the Exceptional Children Division received two notifications.

1. The General Assembly of North Carolina passed House Bill 149: An Act to Require the State Board of Education and Local Boards of Education to Develop Tools to Ensure Identification of Students with Dyslexia and Dyscalculia. This Act requires that dyslexia be defined in all State Board of Education policies regarding specific learning disabilities no later than June 30, 2017.
1. The Office of Special Education and Rehabilitative Services, Department of Education amended the regulations implementing Parts B and C of the Individuals with Disabilities Education Act (IDEA) to implement the statutory amendments made to the IDEA by Every Student Succeeds Act (ESSA). The final regulations are effective as of June 30, 2017.

As a result, the Exceptional Children Division is recommending the following amendments to the North Carolina Policies Governing Services for Children with Disabilities (Policies) –Amended July 2014.

Rosa's Law (Amendments to the IDEA and Federal Regulations)

1. Removing the words "mental retardation" in places where we appear and adding, in their place, the words, "intellectual disability".
2. Revising the definition of Child with a Disability: Intellectual Disability to:

"Intellectual disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects the child's educational performance. The term "intellectual disability" was formerly termed "mental retardation."

1. Waiver of Proposed Rulemaking – Under the Administrative Procedure Act (APA) (5 U.S.C. 553), the Department (OSERS) generally offers interested parties the opportunity to comment on proposed regulations. However, these regulations merely reflect statutory changes and do not establish or affect substantive policy. Therefore, under 5 U.S.C. 553(b)(B), the Secretary has determined that proposed regulations are unnecessary and contrary to the public interest. General Assembly of North Carolina House Bill 149

1. Include the definition of dyslexia as follows:

"Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge."

Federal Register 34 CFR Parts 300 and 301 (ESSA Changes)

1. Revise the definition of the term "charter school" in § 300.7 to update the statutory reference to the ESEA's amended definition of that term.

2. Remove the definition of the term “core academic subjects” in § 300.10, the definition of “highly qualified special education teachers” in § 300.18, and the definition of “scientifically based research” in §§ 300.35 and 303.32 because these terms have been removed from the ESEA.
 3. Revise the term “Limited English proficient” in § 300.27 to reflect the revisions to the term “English learner” in section 8101 of the ESEA.
 4. Revise § 300.102(a)(3)(iv) to incorporate the definition of “regular high school diploma” in section 8101(43) of the ESEA.
 5. Move the qualification requirements for special education teachers from § 300.18(b)(1) and (2) to § 300.156(c).
 6. Revise § 300.160(c) to reflect amendments made to the IDEA by the ESSA that clarify that guidelines and alternate assessments to measure academic progress under title I of the ESEA apply only to children with disabilities who are students with the most significant cognitive disabilities, whose achievement is measured against alternate academic achievement standards if a State has adopted such standards as permitted under section 1111(b)(1)(E) of the ESEA.
 7. Revise paragraph (b)(4)(xi) of § 300.704 (State-level activities), regarding the provision of technical assistance to schools and local educational agencies (LEAs) implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of the ESEA on the basis of consistent underperformance of the disaggregated subgroup of children with disabilities, to include direct student services described in section 1003A(c)(3) of the ESEA to children with disabilities.
1. Under the Administrative Procedure Act (APA) (5 U.S.C. 553), the Department (OSERS) generally offers interested parties the opportunity to comment on proposed regulations. However, the APA provides that an agency is not required to conduct notice- and comment rulemaking when the agency, for good cause, finds that notice and public comment thereon are impracticable, unnecessary, or contrary to the public interest (5 U.S.C.553(b)(B)). There is good cause to waive rulemaking here as unnecessary.

*Please note that these changes will result extensive technical corrections to numbered citations which will require a re-issue of the current policy manual. Therefore, during this amendment process, clerical and formatting errors will also be corrected through-out.

Recommendations:

The Exceptional Children Division recommends the proposed amendments be approved and implemented, effective immediately unless otherwise noted by federal regulation.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Mr. Hussey to present this item.
- Mr. Hussey noted that there were three technical corrections. He shared that Roses Law stipulated that the term “mental retardation” must be removed.
- He stated that H.B. 149 created the definition for dyslexia which is to be inserted back in to the SLD policy, which will further define dyslexia.
- Mr. Hussey also noted the third technical correction is related to ESSA - consisting of a list of different elements that need to be changed which are very minor. The term "Highly Qualified" is being removed.
- No additional comments were made.

This item is presented for Action on First Reading during the August 2017 State Board of Education meeting. (See Attachment SLA 1)

ACTION ON FIRST READING

SLA 2 – Dropout Prevention and Students At Risk Program

Policy Implications: SBE#CHTR-20, TCS-U-011

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Dr. Ben Matthews (Chief School Operations Officer) and Dr. Deanna Townsend-Smith (Office of Charter Schools, Assistant Director)

The Charter Schools Advisory Board (CSAB) recommended that the State Board of Education adopt a new policy for charter schools to receive alternative status in March 2017. Ultimately, the SBE adopted CHTR-20 at its April 2017 regularly scheduled meeting, which now provides a process for charter schools to receive alternative status.

In 2009, the SBE eliminated its policy for a Charter School to be designated as an Alternative Charter School (TCS-U-011). While TCS-U-011 was eliminated, the board has a Policy Regarding Dropout Prevention and Students At-Risk (DROP-001) which provides a provision for charter schools to receive alternative status if meeting certain requirements.

Since the board previously approved CHTR-020, it is now recommended that the charter reference in DROP-001 be eliminated as the board now has an adopted process for charter schools to be designated as an Alternative Charter School. Specifically, the language detailed below from DROP-001 needs to be deleted.
Language to be Deleted:

V. APPLICATION TO CHARTER SCHOOLS

A charter school may apply to the State Board of Education for designation as an alternative school if it designates in the charter that the school will serve as an alternative school as defined in Section I-C of this policy.

Charter Schools designated as alternative schools are subject to application procedures and on-site monitoring by the Charter Schools office and/or the Division of Accountability Services as specified by the State Board of Education.

In all respects, programs will be consistent with Chapter 147, Article 3C of the General Statutes (Senate Bill 1260).

Recommendations:

It is recommended that the State Board of Education amend the policy for charter schools to receive alternative status.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Ben Matthews to present this item.
- Dr. Matthews stated that we are streamlining policies on alternatives schools related to charter schools.
- No additional comments were made.

This item is presented for Action on First Reading during the August 2017 State Board of Education meeting. (See Attachment SLA 2)

DISCUSSION

SLA 3 – Extended Content Elective Courses: Vocational Preparation; Health, Safety and Independent Living

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from school prepared for work, further education, and citizenship

Objective 1.2: Graduate students prepared for post-secondary education

Goal 2: Every student has a personalized education

Goal 5: Every student is healthy, safe and responsible

Objective 5.2 Promote healthy, active lifestyles for students

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. William J. Hussey (Director, Exceptional Children), Ms. Dreama McCoy (Section Chief, Exceptional Children), and Ms. Ronda Layman (Consultant, Severe & Multiple Disabilities)

Description:

The majority of students with significant cognitive disabilities pursue the certificate pathway. Elective courses often do not have standards that are accessible for this population of students. Local Education Agencies struggle with providing meaningful electives that ensure progress toward students' post-secondary goals. Students with significant cognitive disabilities constitute less than 1% of the entire population. One of the primary purposes of education is to prepare individuals with the tools that allow them to successfully address the demands of adulthood. Although these students are identified as having significant challenges, we are capable of learning and accruing skills that lead to post-school success at a level that engages and challenges them.

Two new courses that would be instructed over three years each are being presented. These courses provide students with meaningful, relevant competencies that focus on vocational skills, community involvement, self-advocacy, and adaptive skills. The adoption and requirement of these courses as part of the graduation certificate requirements provide students the opportunity to obtain skills, resources, and knowledge to become independent and productive citizens.

Recommendations:

It is requested that the State Board provide feedback and input on the proposed changes and return the item for approval at the September 2017 State Board of Education meeting.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Ms. Dreama McCoy who then introduced Ms. Ronda Layman to present this item.
- Ms. Ronda Layman stated that it is recommended these courses be required and not be elective courses. She then introduced a team from the Nash-Rocky Mount School district that piloted this program.
- Ms. Layman asked, “why add these courses”. She stated that these are students that receive a graduation certificate rather than a diploma and typically spend seven to eight years in high school.
- She also noted that current requirements do not specify electives and may not include functional life skills.
- Ms. Layman stated that by adding two different courses: vocational skills that prepare students for employment opportunities and health and safety to develop good independent living skills.
- These courses were developed with input from stakeholders, including public feedback. Proposed concepts include skills for a work-life balance such as healthy living, independent living, self-advocacy, job skills, workplace social skills, food preparation, and financial management.
- Ms. Layman shared that each course will be three years or six semesters, depending upon the LEA and that the students will have a portfolio specific to their skill sets.
- Ms. Layman introduced the team from Nash-Rocky Mount Schools to share how valuable these courses have been to their students. The LEA team noted that these courses give them a framework to build a portfolio so that the students and parents can help prepare them for life after high school.
- The LEA noted that these courses allow the staff to be able to record them while we are engaged in vocational opportunities and compile student work samples to help advocate for the students after high school.
- Ms. Kristi Grant, Exceptional Children Director of Nash-Rocky Mount Schools, concluded by saying that Nash-Rocky Mount Schools started this pilot several years ago, with a focus on including increased rigor within the extended content standards classroom and making it relevant to the students. She noted that they wanted it be for everyone, regardless of the functional level of the child.
- Ms. Grant shared that they implemented curriculum maps for their students and teachers. Nash-Rocky Mount uses a specific report card, and the parents see a significant difference and see the path more clearly for their students upon graduation.
- Ms. Grant also noted that they are taking these courses, making curriculum maps and will roll out some resources within the district.
- Mr. Davis asked how or what resources and training must be put in place. Ms. Grant stated she provided \$500 for startup. By infusing these competencies into the school day, most of the work and resources already existing. She also noted that districts have received community grants to help with this initiative. She noted that it did not require additional funding for them. Ms. Grant noted that they shifted some funding and received great support from the community. Ms. McCoy stated that many of these concepts are already embedded in other places within the curriculum such as CTE curriculum courses, as well as Health and Safety Living curriculum and for independent living.
- Dr. Oxendine asked if the required courses are being taught by EC or by the CTE staff. Ms. Grant replied that the courses were already being taught; however, the students were not receiving credit for these courses. If approved, these courses will be offered for credit.
- Ms. Willoughby asked about the professional development. Mr. Hussey stated some federal funds will be utilized. He also shared that a full year of EC professional development, based on the LEA self-assessment, is being created. He noted that the EC Division is creating a map of professional development that will be done regionally.

- Ms. White asked about the business alignment and having a list of employers that are willing to hire. Ms. Grant replied that they are currently doing some of that and currently use the local YMCA. They have a class and teacher there and do some job-embedded work skills hands-on.
- Chairman Cobey asked for clarity that the Board is considering approving required courses and will be given a certificate. He asked if there is a portfolio that can be viewed by potential employers. Chairman Cobey also asked if the certificate is a local certificate. It was noted that it was a state certificate. Chairman Cobey referred to Ms. Willoughby's initial question which was do you feel that all districts are ready for this. He asked are we asking for this to be implemented in one to three or four years. Ms. Grant replied that starting with the 2018-19 school year for those students entering ninth grade, that it would be required. Mr. Davis asks for an assessment of how many of our districts are going to need some help putting this in place and what we could do to help them. He added that he would like to do that before we make these courses required, so that we know what demands we might be putting on districts.
- Ms. Bell asked if we have had a chance to sit down with the parents to explain the changes in the requirement. Ms. Grant replied yes, they did, and that the parents were a huge part of putting together the vocational and independent learning skills over a year ago. Ms. Grant also shared that this coming school year, Nash-Rocky Mount Schools will begin its new parent engagement cohort, which will consist of a series of parent workshops on extended content standards.

This item was presented for Discussion during the August 2017 State Board of Education meeting. (See Attachment SLA 3)

DISCUSSION

SLA 4 – K-8 Mathematics Extended Content Standards Revision

Policy Implications: SBE# SCOS-012

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.2 Graduate students prepared for post-secondary education

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. William J. Hussey (Director, Exceptional Children), Ms. Dreama McCoy (Section Chief, Exceptional Children), and Ms. Ronda Layman (Consultant, Severe & Multiple Disability)

Description:

In fulfillment of policy SCOS-012, the newly revised K-8 Mathematics standards were approved by the SBE in June 2017. Students with significant cognitive disabilities must be provided access to the State standards by aligning instruction and assessments to the recently approved K-8 Math standards. This allows for educational goals to link directly to grade level and academic content. The Exceptional Children Division, in collaboration with K-12 Curriculum and Instruction Division, must fully align to newly adopted K-8 Mathematics standards.

Students with significant cognitive disabilities constitute less than 1% of the student population. Although these students are identified as having significant challenges, we are capable of learning at a level that engages and challenges them.

This month, the draft of the revised standards (now named Extended Content K-8 Mathematics) are presented for Discussion. Public comments were made available for thirty days.

Recommendations:

It is requested that the State Board provide feedback and input on the proposed changes and return the item for approval at the September 2017 State Board of Education meeting.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Ms. Dream McCoy to present this item.
- Ms. McCoy stated that this K-8 math extended content standards aligns back to previously approved general education standards. Ms. McCoy noted that it has been sent out for public comment as well as sent to EC Advisory Council to receive any additional suggested changes.
- Ms. Willoughby stated her concern about resources for professional development. Ms. Layman stated that we have created a shell for professional development in which some will be on Canvas and face-to-face as the new standards are rolled out. She also noted that teachers have received free online modules that align with the standards.
- No additional comments were made.

This item was presented for Discussion during the August 2017 State Board of Education meeting. (See Attachment SLA 4)

DISCUSSION

SLA 5 – Every Student Succeeds Act (ESSA) Draft Plan

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Tammy Howard (Director, Accountability Services), Dr. Lou Fabrizio (Federal Policy Director), and Dr. Nancy Barbour (Director, District and School Transformation)

Description:

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires the U.S. Secretary of Education to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other

material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

The North Carolina Department of Public Instruction (NCDPI) has been working on the development of its ESSA plan since early 2016 in terms of stakeholder engagement. The first draft of the ESSA State Plan was posted on the NCDPI website on September 29, 2016. The second draft was posted on December 22, 2016, the third draft was posted on May 1, 2017, and the fourth on June 26, 2017. The fourth draft was the one posted to meet the 30-day public comment period required under ESSA. It was the draft plan discussed in detail at the SBE meeting on July 6, 2017. *However, a new draft will be posted at <http://www.ncpublicschools.org/succeeds/> and on the SBE's eboard site prior to the SBE meeting on August 2, 2017.* It will be the draft given to the Governor for his 30-day review to meet the requirement under ESSA. At the August meeting, NCDPI staff will highlight sections of the State Plan that have changed from the prior draft which warrant specific SBE attention.

Recommendations:

It is recommended that the State Board of Education approve the State Plan at its September meeting for submission to the US Department of Education by the September 18, 2017, deadline.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Dr. Fabrizio to present this item.
- Dr. Fabrizio stated that we are getting closer to submitting our ESSA plan by the deadline of September 18, 2017. He noted that we received a letter from the USED regarding reporting on per-pupil expenditures on School Report Cards. He shared that this letter stated that the USED would delay for one year reporting this requirement. Dr. Fabrizio shared that the latest new draft plan was posted last Friday, July 28, 2017. He thanked all the staff members within DPI, in addition to the hard work of Ms. Donna Brown who has done a great job working with him and others.
- Dr. Fabrizio referred to Attachment three which describes the components of the ESSA plan aligned to the goals in the State Board Strategic Plan.
- Dr. Fabrizio shared feedback from the 30-day public comment period, which generated over eighty emails, sixty percent of which were regarding early childhood education. He stated that DPI also received a letter that was signed by thirteen CEOs within the state with regard to chronic absenteeism and that early childhood education should be included in the accountability plan. The response to many of these comments was the simple explanation that the General Assembly legislated which indicators can be used for accountability. Dr. Fabrizio followed up by saying that the State Board does have the ability, if it chooses, to add some of these items that are being asked for by the public, to be included on School Report Cards.
- Dr. Fabrizio noted a change in the plan. In last month's draft plan, we had included a section where DPI anticipated requesting a waiver from the USED on capping the percentage of schools that DPI would support because of limitations in staffing. In hindsight, it should never have been put in the plan to begin with, because it was something we did not anticipate being a problem until after the 2021-22 school year. We decided to eliminate that request at this point from the draft plan.
- He stated that there still are two places within the plan where DPI will request waivers: 1) expanding the exception for the grade eight mathematics 2) waiting until two consecutive years of data under ESSA are available to identify consistently under-performing schools.

- Dr. Fabrizio then reviewed the slide that summarized the public comments.
- Dr. Oxendine asked if DPI has ever disaggregated per pupil expenditures by school. Dr. Fabrizio replied yes, but he is uncertain if it is done the way the USED requires.
- Ms. Willoughby had questions about the ESSA plan specific to Superintendent Johnson and would ask the on Thursday due to the Superintendent's absence on Wednesday. She asked Dr. Fabrizio if all the feedback was from in-state or out-of-state. Dr. Fabrizio answered that some feedback was from out-of-state organizations and some has been incorporated within the plan.
- Dr. Pitre-Martin talked about the concept of personalized learning and the theory of action for the ESSA plan.
- Dr. Pitre-Martin provided some updates specific to personalized learning as an approach to teaching and learning. She noted that student's ownership of their own learning is critically important to the concept of personalized learning, and pointed out the four pillars of the concept: proven programs, promising practices, emerging initiatives, and continuous innovation and improvement.
- Dr. Pitre-Martin talked about the importance of using real-time assessment strategies.
- She talked about some possible next steps for the implementation plan, including professional development, technical assistance, a communication plan, analysis of current research and data.
- There are three pieces of research that DPI will explore to promote professional development. One is the research that Barbara Bray has done in the area of showing the difference between personalized, differentiated, and individualized instruction. Dr. Pitre-Martin noted that DPI will spend time working with educators across the state to ensure clarity of the differences among those three.
- Dr. Pitre-Martin noted that currently there are forty schools that consider themselves to be personalized learning schools which have been studied over the last couple of years. The study is called the Next Generation Learning Challenge. DPI will study the work of these schools in the area personalized learning to inform any professional development moving forward.
- She also noted that DPI has ensured that under our emerging initiatives proven programs and promising practices, DPI has included multiple elements of early learning. She also mentioned that it is important to enhance the global-ready work--where additions have been made under the promising practice section.
- Dr. Oxendine asked if the message is that this is a mandate and the way teachers must primarily deliver instruction. Dr. Pitre-Martin replied that DPI has been very guarded in using the word "mandate." She added that DPI will be putting together a set of innovative practices going on across the state. Dr. Pitre-Martin added that there is not one theory of action that is going to improve instruction across the state, but that this is a strategy that can help with student engagement and student retention.
- Mr. Collins asked how personalized learning is different than what is already being done. He added that it does seem to run contrary to a lot of the assessment protocols that schools have. Mr. Collins also added that the assessment protocols do not allow for competency-based assessments, which seem to go hand-in-glove with personalized learning. He is also concerned that the plan will be inconsistent, based upon that. Dr. Pitre-Martin replied that DPI will continue to work to ensure a formative assessment perspective in what is going on in the districts, to ensure that students are ready for standardized tests. She also stated that DPI does need to look at the state system. Mr. Collins asked if this is something that needs to be put in the plan or as a goal, or doing something to address that. Dr. Pitre-Martin responded that some work groups, including some external partners, are working with DPI to bring some possible recommendations for competency-based instruction and assessments for our educators and students. Ms. Bell commented on the word "mandate," and that districts and school boards need to have a clear understanding of what DPI actually wants these schools to do and accomplish. Ms. Godwin commented about getting away from cookie-cutter assessments. She talked about personalized education and individualized instruction, yet in terms of assessments, it is not available. She added that this was a chance for teachers to have a voice in

the ESSA plan, but those voices were not heard. She stated that it is very disappointing that their voices were taken out of the plan. Ms. Godwin noted that she would like to see more focus on the individual child, than just a broad assessment for everyone, because it is not one-size-fits-all.

- Dr. Howard discussed the ESSA Accountability Model and its alignment to the long-term goals.
- She described the ESSA Accountability Model and the School Performance Grades, noting the two are the same.
- Dr. Howard noted that the School Performance Grades have been modified in legislation to include the requirement of the ESSA Accountability Model; therefore, beginning with 2017-18, School Performance Grades will also serve as meeting the requirements for accountability for ESSA.
- In reference to the presentation slide of ESSA Accountability Model and the long-term goals, Dr. Howard noted color-coding the diagram highlights where the long-term goals' measures align with the ESSA Accountability Model measures. She added that what is included in the ESSA Accountability Model, but not included in the long-term goals, are the School Quality or Student Success indicators.
- Dr. Howard shared that the Comprehensive Support Improvement (CSI) schools will be identified based on data based on the first year of ESSA Accountability Model implementation (2017-18 school year). With long-term goals set at the state-level and for each school, Dr. Howard shared that within the frame of the theory of action, student achievement will increase over the next ten years.
- Mr. Cavnar commented about the District Superintendents presented a proposal of the Accountability Model which included a college and career readiness index and new and innovative ways of measuring what schools and teachers do. He reminded the Board that it discussed the proposed model with teachers, principals, school board leaders, parent groups, business leaders in the planning session in May. Mr. Cavnar said that all those voices from across the state were silenced. He stated that he wished that Superintendent Johnson were here, because he keeps saying that we need this urgently, and that we need innovation urgently, and instead what we are getting is more of the same. Mr. Cavnar added that we are doubling down on test scores and that this is our chance to be innovative, as well as do something big and not in ten years continue to look at lagging minority populations and failing schools. He asked what are we going to say to them in ten years, when we look at this model that we have been using forever. Mr. Cavnar also stated that what we proposed, along with the superintendents, was an innovative way of looking at the whole child and the whole community. As a teacher, it is incredibly frustrating to see the same things come down once again.
- Mr. Collins also commented about the projections for the next ten years, and said that this gives him great concern that this is the best that we can do. He stated that, before we put this to votes, everyone should read Leandro Decision again, and look at the four points from the Leandro Decision. When comparing the Leandro Decision to the proposed ESSA Plan, Mr. Collins urged his fellow Board members to ask themselves as policy makers, whether or not we are adhering to the constitution with respect to education for North Carolina.
- Mr. Alcorn asked if there was a difference in what this looks like and what Mr. Cavnar talked about. Dr. Howard responded that some indicators are not represented on the right-hand side of the slide, such as AP scores, IB scores, credentialing, and others that did not make it to the current draft. She added that we can get more specific and go back and look at that discussion and share with the Board exactly what was not included on the left-hand side if that was preferred. Mr. Cavnar shared that he has the document and can share with Ms. West. Mr. Cavnar noted that he was referring to the student success indicators. Indicators other than standardized tests of how we are making students successful in our schools. Mr. Alcorn noted that he needed clarity if there is a disconnect or separation and if there is a possibility to have some integration on the current goals and the goals that may not have been included. He asked can we have a meeting of the minds to be able to pull some of the understanding so that there is not that disappointment

on that and we can expand. He added is there a possibility to be able to bolt on other things to make it where it works. Mr. Davis replied that we can add to these goals and bring back to the Board for consideration. Mr. Cavnar commented that it is the way the we are holding schools and teachers accountable. He added that it is the accountability model.

- Mr. Collins asked whether there is anything in the plan about access to workforce. Dr. Tomberlin responded that we provided an initial view of the access to highly qualified teachers to Title I versus non-Title I schools. The plan is to drill down to the classroom level of certain demographics have equal access to highly-effective teachers and assuring that we have policies in place that allow that access. Ms. Brown noted that most of the professional development and support starts on page 87, which is primarily addressed through the Title II, Part A section of the plan.
- Dr. Barbour talked about the Comprehensive Support and Implementation (CSI) and Targeted Support and Improvement (TSI). She provided a clear definition of each and identified them according to two different metrics. One would be Title I Schools based on their performance, which would be the bottom five percent of schools across the state. Secondly, would be the lowest performing high schools based on graduation rate being below 66.7. Dr. Barbour shared the timeline for identification for both and that it would be next year this time and how the services from the SEA or the state will support those schools. She noted that it is an opportunity for us to look at the work we are doing and improve our efficiency as well as helping where these schools fall with more intense support.
- She also shared that we will provide those schools with a comprehensive needs assessment, continuous improvement support through NC Star coaching comments, direct coaching services, differentiated support through customized professional development and implementation and resource monitoring. Dr. Oxendine asked will the comprehensive needs assessment - the schools that are required to go through that process. Would that suffice as a school improvement plan. Dr. Barbour replied that it does not, but a part of the competency needs assessment process is called unpacking on areas of improvement.
- Dr. Barbour talked about the Targeted Support and Improvement (TSI) groups. She noted that this area is really about sub-group performance, identifying what schools have lowest performing subgroups. She referred to a tool on page 46 of the plan. Dr. Barbour identified what we mean by consistently using at least two years of data
- These groups are based on the identification of underperforming subgroups according to the highest CSI all student's subgroups to see if we are meeting that standard. This will be based on two-to-three years of data beginning 2021-22. She also noted that through our TSI lens, we will keep this on a watch list. This group will be identified every three years.
- Dr. Barbour stated that, if these schools do not exit during their TSI period and are Title I schools, then they move over to a CSI school. It was the LEA responsibility to recognize and support these schools and the subgroups that are found. Dr. Oxendine asked how we will know before we get to that end game. Dr. Barbour replied that work is in progress with our Statewide System of Support which was in its' development stage.

This item was presented for Discussion during the August 2017 State Board of Education meeting. (See Attachment SLA 5)

INFORMATION

SLA 6 – Advisory Council Reports for the Residential Schools

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship

Objective 1.2: Graduate students prepared for post-secondary education

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers

Goal 2: Every student has a personalized education

Objective 2.2: Increase the number of teachers and students using digital learning tools

Objective 2.3: Increase the number of schools designated as Science, Technology, Engineering and Mathematics (STEM)- or Global Education-ready

Goal 3: Every student, every day has excellent educators

Objective 3.3: Increase the number of teachers graduating from quality traditional and alternative educator preparation programs

Objective 3.4: Increase the number of principals graduating from quality traditional and alternative educator preparation programs

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators

Objective 4.3: Use State and federal funding according

Goal 5: Every student is healthy, safe, and responsible

Objective 5.1: Create and maintain a safe and respectful school environment

Objective 5.2: Promote healthy, active lifestyles for students

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

Description:

The policy establishing Advisory Councils for the Residential Schools outlines within Advisory Council procedures, "By July 1st of each year, the Advisory Council shall submit an annual report of activities and recommendations to the State Board of Education. This report must be made available to the public." This report was approved on the June Consent Agenda.

Recommendations:

It is recommended that the North Carolina State Board of Education review and formulate any questions they might have regarding the reports from the Advisory Councils for the Residential Schools for the Deaf and the Blind.

Discussion/Comments:

- SLA Committee Chair Mr. Eric Davis recognized Ms. Barbria Bacon to present this item.
- Ms. Bacon reported to the Board the work of the three Advisory Councils at each of the residential schools. She noted that the purpose of the annual report was to report on activities and recommendations to the State Board of Education.
- She noted that each school has a five-member council that meet four times a year.
- Ms. Bacon also stated that the councils provide information to the SBE, such as school calendars, which were approved on March 2, 2017. She noted that outstanding items are requests for salary supplements that match the supplements in the districts in which the schools are housed, upgrades in increasing the salaries for residential life trainers, and recruitment of qualified teachers of the deaf and blind.
- Ms. Bacon described each of the council's priorities for 2017-18.
- Ms. Bell asked how difficult recruitment is. Ms. Bacon replied that it was extremely difficult.
- Chairman Cobey commented that he would urge Board members to take advantage of visiting any of these schools.

This item is presented for Information during the August 2017 State Board of Education meeting. (See Attachment SLA 6)

Mr. Davis asked Chairman Cobey's if the NC Check-Ins Update could be moved to Thursday. Chairman Cobey approved.

NEW BUSINESS

- **NC Check-Ins Update**
 - ❖ Tammy Howard, Ph.D. Director, Accountability Services
 - ❖ Kitty Rutherford Mathematics Consultant, K–12 Standards, Curriculum and Instruction
- **Assessing Writing**
 - ❖ **Dr. Tammy Howard**

Dr. Howard informed the Board that we have been directed through our peer review process from the U. S. Department of Education (USED) to assess writing in the grades 3-8, English language arts/reading (ELA/reading) assessments and on the English II assessments. She noted federal law requires states to assess the full range of content standards. Dr. Howard referenced an attached explanation to review at the Board's leisure. She added that we are beginning this process with internal meetings with colleagues, and will eventually meet with external stakeholders representing teachers, principals, and superintendents. These meetings will allow conversation about developing a plan for integrating writing into the ELA/reading assessments. These discussions will also include cost implication and funding needs. Dr. Howard stated that we are looking for direction from the Board as whether to proceed. She added that the timeline is to begin work this fall and by December to have a plan that is sufficient to share with the USED. North Carolina is only one of three states that does not assess writing.

ADJOURNMENT

Indicating no other business, SLA Committee Chair Davis adjourned the August 2017 SLA Committee meeting.

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

EICS Committee Chair Rebecca Taylor called the August 2017 Education Innovation and Charter Schools (EICS) Committee meeting to order.

ACTION

EICS 1 – Restart School Applications

Policy Implications:

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP). Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Dr. Nancy Barbour (Director, District and School Transformation)

Description:

Recurring Low Performing Schools have the opportunity to apply for one of four Reform Models to utilize innovative school reform and reverse a history of low performance. The Committee for Education Innovation and Charter Schools and the Department continue to receive a number of Reform Model applications from across the state. The most recent submitted applications are listed by LEA below. These applications are posted for review and will be processed by the Department, read, and reviewed, and potentially edited in preparation for their approval at the August State Board Meeting.

Applications Submitted for Approval: 2 Applications for the Restart Model are being submitted for action. The following list includes the name of the school district and school.

Craven County Schools

1. Oaks Road Elementary School
2. Roger Bell Elementary School

Recommendations:

It is recommended that the State Board approve these applications.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Dr. Nancy Barbour for this item.
- Dr. Barbour reminded the Board that this item was discussed last month and that we have two applications for consideration for approval from Craven County.
- Ms. Taylor recommended that we take a pause in bringing forth recommendations for October and November, and we will continue receiving applications.
- Mr. Davis added that it would be helpful to send a communication to districts stating that we are planning to conduct a pause, and asked if you have anything in the pipeline that could be impacted.
- Chairman Cobey approved without objection for a pause from recommending applications except for Northampton County for October and November.

This item is presented for Action during the August 2017 State Board of Education meeting. (See Attachment EICS 1)

ACTION

EICS 2 – Aristotle Charter School Request to Contract with AAC

Policy Implications: SBE Policy# CHTR-014

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

In 2013, the State Board of Education granted Aristotle Preparatory Academy a 10-year charter. The K-12 charter (currently K – 5) school located in Mecklenburg County is completing the third year of its charter term. The Aristotle Preparatory Academy Board has requested that the State Board of Education allow it to enter into a contract with a charter management company, Achievement for All Children (AAC), to assist with the operation of the charter school. According to policy CHTR-014, an amendment “employing or terminating a management company” requires State Board of Education (SBE) approval.

The AAC management company is newly formed and has not established a track record as yet in North Carolina or elsewhere. A number of questions have arisen concerning the structure and governance of the management company in addition to its capacity to serve the Aristotle Preparatory Academy Board in the successful operation of the charter school.

On July 6, 2017, the SBE formed a 3-member committee to discuss and review the agreement between Aristotle and AAC. The subcommittee met on Monday, July 31, 2017 at noon via conference call. After review and discussion, the committee recommends approval of Aristotle Preparatory Academy's request to contract with AAC.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor recognized Mr. Dave Machado for this item.
- Ms. Taylor reminded the Board that this item was discussed last month and that Chairman Cobey appointed a subcommittee of three SBE members to review the request from Aristotle Preparatory Academy Charter School to partner with a newly created charter management company entitled Achievement For All Children (AAC.) She noted that the subcommittee met this past Monday, consisting of Mr. Collins, Ms. White and Ms. Taylor. Ms. Taylor also stated that both the school and the CMA were permitted to provide additional documentation. Please refer to eboard attachments – subcommittee review. During the subcommittee’s discussion, agency staff was available to respond to questions and concerns by the subcommittee.
- Ms. Taylor stated at the end of discussion, the subcommittee voted to recommended Aristotle’s request for the State Board of Education approval in an effort to balance the needs with the school, with the fact that we intend to partner with a newly formed CMO.
- She added that the subcommittee further recommends that Aristotle report quarterly to the Office of Charter Schools with respect to educational and financial matters consistent with the terms of the charter agreement in a State Board of Education Oversight of Charter Schools, The Office of Charter Schools and Financial and Business Services shall continue to monitor this school with the AAC as its management company to verify the school’s progress towards successful achievement of its goals. OCS and Financial and Business Services will have the discretion to require Aristotle Preparatory Academy to provide particular documents supporting the school’s goals as needed. She added that it was only necessary that the OCS report to the SBE if there are some concerns that arise.
- Ms. Taylor noted that this item will be voted on Thursday.
- Mr. Alcorn asked if Aristotle Preparatory Academy put this out to bid, or where there any other people that were considered. He stated that he was uncomfortable from a business and ethical perspective and wonders if this was crossing a line from that perspective. He added that unless you can convince me otherwise, he will vote no. Ms. Taylor called on Mr. Machado to speak to whether it was put out to bid or not. Mr.

Machado replied that it was not put out to bid, and stated that there was a relationship with the Challenge Foundation and since the proposal was made by a member of the Challenge Foundation, the Aristotle board of directors they discussed and decided that was who they would choose.

Mr. Alcorn followed up and asked if there was any discussion about potential conflict of interest. Mr. Machado replied yes, there was a lot of discussion. Mr. Machado added that the CSAB discussed that situation extensively, as did the subcommittee and our legal department.

- Ms. Cornetto stated that the subcommittee of SBE members was created for the sole purpose of removing the decision from CSAB on which Mr. Helton sits. She added that was why the subcommittee actually convened Monday to re-review all of the documentation that the CSAB initially looked at. She stated that we were trying to keep the CSAB away from any contact with this decision. Mr. Davis inquired about the compensation clause and asked if five percent customary compensation. Ms. Cornetto replied from her experiences, some companies actually take 95% of the income that comes to the charter school in order to effectuate the operations. Five percent condition with an increase to ten percent if the academic achievement was also outlined in the agreements.
- Ms. Taylor noted that this item will be voted on Thursday.

This item is presented for Action during the August 2017 State Board of Education meeting. (See Attachment EICS 2)

ADJOURNMENT

Indicating no other business, EICS Committee Chair Taylor adjourned the August 2017 EICS Committee meeting.

HEALTHY RESPONSIBLE STUDENTS COMMITTEE MEETING (Ms. Tricia Willoughby, Chair; Mr. Reginald Kenan, Vice Chair)

HRS Committee Chair Tricia Willoughby called the August 2017 Healthy Responsible Students (HRS) Committee meeting to order.

INFORMATION

HRS 1 – The Role of the School Nurse in North Carolina

SBE Strategic Plan:

Goal 5: Every student is healthy, safe, and responsible

Objective 2: Promote healthy active lifestyles for students

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction), and Dr. Ellen Essick (Section Chief, Healthy Schools)

Description:

The State Board of Education has and continues to advocate for increased funding for school nurses. The Program Evaluation Division of the General Assembly will soon release results of a study to determine the need and costs associated with maintaining an adequate number of school nurses. This presentation will provide an overview of the role of the school nurse and the complexity of health problems experienced by students in North Carolina and the role of the school nurse in managing health issues.

Recommendations:

The State Board of Education is asked to continue to support the need for additional funding for school nurses.

Discussion/Comments:

- HRS Committee Chair Ms. Tricia Willoughby recognized Dr. Ellen Essick to introduce Ms. Ann Nichols, NCPH to present this item.
- Ms. Nichols provided a history of the partnership and collaboration with DPI and NCPH since 1985.
- Ms. Nichols also provided a snapshot of current school nursing practices and what school nurses look like right now in NC and to tie those services to some of our common educational goals including the goals that the Board has set.
- She provided a frame of reference and talked about what was going in North Carolina based data source for NC Student Health and School Nurses.
- She stated that the average school nurse covers two to three schools.
- Ms. Nichols described the types of services that are provided by any given nurse are directly tied to how much time that nurse is in that school. She added that the NCDPH provides services to all schools.
- She also talked about school nurse credentials and provided links from the NC School of Nursing.
- Ms. Nichols noted that the goal of NCDPH School Health Unit was to keep children in school.
- She shared that there were 2,220,622 student encounters with school nurses reported during 2015-16.

This item is presented for Information during the August 2017 State Board of Education meeting. (See Attachment HRS 1)

ADJOURNMENT

Indicating no other business, HRS Committee Chair Willoughby adjourned the August 2017 HRS Committee meeting.

**BUSINESS OPERATIONS COMMITTEE MEETING
(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

BSOP Committee Chair Gregory Alcorn called the August 2017 Business Operations (BSOP) Committee meeting to order.

ACTION ON FIRST READING

BSOP 1 – Fresh Fruit and Vegetable Program Awarded to NCDPI from the USDA

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Ben Matthews (Chief Schools Operations Officer, Safe and Healthy Schools Support Division), and Dr. Lynn Harvey, (Section Chief, School Nutrition Services)

Description:

The North Carolina Department of Public Instruction (NCDPI) has been awarded United States Department of Agriculture's (USDA) Fresh Fruit and Vegetable Program (FFVP) for the period of 2017-18. The program will provide \$4,058,478 to the School Nutrition Section to be distributed among 175 elementary schools throughout the State. The primary goal of the USDA FFVP is to create healthier school environments by providing healthier food choices. To achieve this goal, the FFVP offers LEAs the opportunity to expand the variety of fruits and vegetables children experience, increase children's overall fruit and vegetable consumption, and

make a difference in children's diets to impact their present and future health.

Section 19 of the National School Lunch Act requires that schools with the highest percentage of students eligible for free and reduced price meals or highest identified student percentage (ISP), as defined by the Community Eligibility Provision (CEP) be given priority for participation in the FFVP. These are the key selection criterion established by the USDA which ensure the program benefits low income children that generally have fewer opportunities to consume fresh fruit and/or vegetables on a regular basis. The state agency is required to identify eligible schools and encourage them to apply to participate. To be selected for the FFVP, a school must (1) be an elementary school, (2) represent the highest percentage of students certified for free and reduced price meal benefits or ISP, (3) be currently approved to participate in the National School Lunch Program, and (4) complete an annual 2-part application (consisting of Part I- School Profile and Part II – School Proposal).

Applications must be ranked from highest to lowest free and reduced price eligibility or ISP. Schools with the highest percentage of free and reduced price or highest ISP-eligible students must be selected (in order of their rank) unless one of the following conditions exists (1) school fails to meet the deadline for application completion, (2) school does not have the documented support of its administration, (3) Local Education Agency (LEA) has outstanding corrective action from any School Nutrition Program review conducted prior to July 1, 2016, (4) State agency has concerns with the LEA's administration of another School Nutrition Program, (5) State agency has documentation the school cannot properly operate the FFVP, despite previous support from the State agency, and (6) applying school does not have a current NC food handling permit and/or current food safety inspection, or (7) the school is under current disciplinary action for non-compliance.

A total of 229 applications were received. The 175 schools selected for the 2017-18 school year and the 54 schools that were not selected are attached. The amount of federal funds to be distributed to each school will be based on the school's actual enrollment.

Principals, teachers, and school nutrition personnel in participating schools will be encouraged to promote fresh fruits and vegetables to students throughout the academic day. The fruits and vegetables purchased with these funds must be in addition to those served as part of the school breakfast and lunch programs. Fresh produce will be available to students in a variety of locations on the school campus; some schools will provide baskets of fruits and vegetables to students as we come into their classrooms in the mornings; other schools will locate fresh fruit and vegetable kiosks in the corridors to enable students to grab a quick and healthy snack between classes.

Recommendations:

It is recommended the State Board of Education approve the distribution of these funds to the 175 schools selected for participation in the Fresh Fruit and Vegetable program for the 2017-18 school year.

Discussion/Comments:

- BSOP Committee Chair Mr. Alcorn recognized Dr. Ben Mathews to lead this item.
- Dr. Mathews stated that the purpose was to get children introduced to fruits and vegetables over less nutritious snack foods.
- He added that the program will provide over \$4 million to the School Nutrition Section to be distributed among 175 elementary schools throughout the State.
- No additional comments were made.

This item is presented for Action on First Reading during the August 2017 State Board of Education meeting. (See Attachment BSOP 1)

ACTION ON FIRST READING

BSOP 2 – Allotment Policy Manual Modifications

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Session Law 2017-57, the Appropriations Act of 2017, made changes to funding to local education agencies resulting in modifications to the Allotment Policy Manual (A LOT-003). These items include the following changes:

General ABC Transfer of Funds

PRC001 Classroom Teacher (class size/geographically)

PRC038 Z Schools

PRC046 3rd Grade Bonus

PRC048 Educator Bonuses

PRC027 Teacher Assistant Reimbursement

PRC031 Low Wealth Supplemental Funding

PRC032 Children with Disabilities

PRC055 Cooperative Innovative High School

PRC 054 Limited English Proficiency

PRC033 Merit Bonus (Delete)

PRC045 .5% Compensation Bonus (Delete)

This item is being presented for Action on First Reading due to the urgency in ensuring accurate funding distribution to the LEAs and charter schools, and to ensure that the SBE policies are consistent with legislation.

Recommendations:

It is recommended that the State Board of Education approve the modifications.

Discussion/Comments:

- BSOP Committee Chair Mr. Alcorn recognized Ms. Alexis Schauss to lead this item.
- Ms. Schauss stated that there are modifications to the Allotment Manual and discussed each change and/or deletion to the policy manual. She referenced attachment 2 -- 2017-18 Allotment Manual Policy.
- Ms. Schauss noted that we added in law that within sixty days of the notification of a denial that the State Superintendent has to require a revised report from the school district. If the school district has corrected it, then the corrective action must be provided to the Division of School Business to be validated.

- Dr. Oxendine asked about waiver consideration, specifically #5. Ms. Schauss replied that she would have to look into that further.
- No additional comments were made.

This item is presented for Action on First Reading during the August 2017 State Board of Education meeting. (See Attachment BSOP 2)

ACTION ON FIRST READING

BSOP 3 – Employee Salary and Benefits Manual Modifications

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Session Law 2017-57, the Appropriations Act of 2017, modifies salary changes for NC public school employees, resulting in modifications in the Employee Salary and Benefits Manual (SLRY-000). Changes include the Salary Schedules for Public School Employees, principal pay and bonuses.

This item is being requested as Action on First Reading due to the urgency in ensuring accurate salary and bonus payments to public school personnel, and to ensure that the SBE policies are consistent with legislation.

Recommendations:

It is recommended that the State Board of Education approve the modifications.

Discussion/Comments:

- BSOP Committee Chair Mr. Alcorn recognized Ms. Schauss to present this item.
- Ms. Schauss talked about modification of salary changes for NC public school employees, resulting in modifications in the Employee Salary and Benefits Manual. Changes include the Salary Schedules for Public School Employees, principal pay and bonuses.

This item is presented for Action on First Reading during the August 2017 State Board of Education meeting. (See Attachment BSOP 3)

ACTION ON FIRST READING

BSOP 4 – School Attendance and Student Accounting Manual Modifications

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Session Laws 2017-9 (HB13) and 2017-57 made changes to class size requirements and reporting resulting in modifications to the School Attendance and Student Accounting Manual.

The changes include reduction in maximum average class size, exemptions from class size maximums and an increase in reporting requirements.

This item is being requested as Action on First Reading due to the urgency in ensuring alignment of SBE policies with changes in legislation that became effective July 1, 2017.

Recommendations:

It is recommended that the State Board of Education approve the modifications.

Discussion/Comments:

- BSOP Committee Chair Mr. Alcorn recognized Ms. Alexis Schauss to lead this item.
- Ms. Schauss talked about the recent legislative changes to class size requirements and reporting resulted in modifications to the School Attendance and Student Accounting Manual.

This item is presented for Action on First Reading during the August 2017 State Board of Education meeting. (See Attachment BSOP 4)

ACTION ON FIRST READING

BSOP 5 – Advanced Teaching Model Report

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Objective 3.5: Increase the access to effective and highly-effective teachers for students in low-achieving and high-poverty schools relative to their higher-achieving and lower-poverty peers

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research)

Description:

The North Carolina Department of Public Instruction (NCDPI), on behalf of the North Carolina State Board of Education (NCSBE) issued a Request for Proposals (RFP) for teacher compensation model and advanced teaching roles pilot programs as directed by the North Carolina General Assembly (NCGA) in Session Law 2016-94 Section 8.7. See <http://www.ncleg.net/Sessions/2015/Bills/House/PDF/H1030v8.pdf>

Twelve LEAs submitted proposals for funding under this pilot program: Franklin County Schools, Cumberland County Schools, Charlotte-Mecklenburg Schools, Pitt County Schools, Washington County Schools, Chapel Hill-Carrboro City Schools, Wilson County Schools, Winston-Salem/Forsyth County Schools, Vance County Schools, Cabarrus County Schools, Edgecombe County Schools, and Durham County Schools. (See the link to the LEA proposals: <http://www.ncpublicschools.org/district-humanresources/>)

A team of eleven reviewers used the scoring criteria listed in the RFP to rate each proposal. Based on the reviewers' ratings, the following proposals were approved for funding:

Education Building, Raleigh	Wednesday, August 2, 2017	Board Room, 10:00 AM
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Charlotte-Mecklenburg Schools
Chapel Hill-Carrboro City Schools
Edgecombe County Schools
Pitt County Schools
Vance County Schools
Washington County Schools

Recommendations:

Two options are provided in the attachment. A recommendation for one of the options will evolve from the discussion of this item.

Discussion/Comments:

- BSOP Committee Chair Mr. Alcorn recognized Dr. Tom Tomberlin to lead this item.
- Dr. Tomberlin reminded the Board that last year the General Assembly introduced a pilot program for advanced teaching roles and, at that time, we expressed their intent to fund the pilot program. It was not until the most recent budget bill that we actually appropriated the funds to support that model.
- He noted that now we have funds to support those pilot programs, and tried to think about the appropriate way to distribute those funds.
- Dr. Tomberlin referred to attachment 1, option one which shows the six LEAs with a total funding request of \$11,746,000; total funding was \$10,180,000.
- He added that some LEAs will get a little less than what we originally requested. In order to do that, we went back to the law, and it based on the ADM or size of the school.
- Dr. Tomberlin shared the first model which was a model that incorporates that with a slight variation. He explained what the variation was and why. He referenced the asterisk statement about variation and stated that funding sources were contingent on the funds reoccurring and not being stopped by a future legislative body. He added that smaller districts have fewer resources to support this program if the program is cut. It was our desire to fund them fully out of the money now and allow the three larger LEAs (Charlotte-Mecklenburg, Chapel-Hill Carrboro, and Pitt County to be funded more out of the recurring million dollars in the 2017-18 through the 2019-20 school years.
- Dr. Tomberlin stated that this was a recommendation to the Board. Mr. Alcorn replied that he was going to suggest Option 1, based on total funding results up with the same amount of money, and that it was good for the smaller districts to get theirs as quickly, and Charlotte-Mecklenburg, Pitt County, and Chapel-Hill Carrboro will be able to extend theirs and receive the money over time.

This item is presented for Action on First Reading during the August 2017 State Board of Education meeting. (See Attachment BSOP 5)

Update on Contracts

ADJOURNMENT

Indicating no other business, BSOP Committee Chair Alcorn adjourned the August 2017 BSOP Committee meeting.

EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING
(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

ES&P Committee Chair Olivia Oxendine called the August 2017 Educator Standards and Practices (ES&P) Committee meeting to order.

ACTION

ES&P 1 – Amendment to Licensure Testing Requirements Policy: LICN-003

Policy Implications: SBE Policy LICN-003

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Robert Sox, (Director, Educator Effectiveness), Dr. Andrew Sioberg (Service Support Coordinator, Educator Preparation), Ms. Susan Ruiz (Section Chief, Licensure)

Description:

The current policy (LICN-003) to exempt incoming students from having to take the Praxis Core tests needs to be updated as the SAT has been revised by College Board. Those changes altered how the test is scored and ultimately where the threshold should be set for exemption. The exemption threshold will impact all educator preparation programs in the state effective Summer 2017.

To provide clarity to the field regarding testing requirements, NCDPI recommends establishing August 15th as the end of the academic year.

Recommendation:

It is recommended that the North Carolina State Board of Education accepts these policy recommendations.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Robert Sox to present this item.
- Dr. Sox reminded the Board that this item was discussed last month. The current policy to exempt students from Praxis testing requirements for admission to educator preparation programs based on their SAT needs to be changed, because the SAT has been revised by the College Board.
- He added that, as a result, those changes altered how the test was scored, and ultimately where the threshold needs to be to accommodate the exemptions for the admissions testing requirements. This threshold does impact educator preparation programs effective this summer of 2017.
- Dr. Sox stated that the recommended changes provide an accounting both for those who take the test prior to the change which was March 2016. He noted examples for prior to the change for the whole test, prior to the change for verbal only, and prior to mathematics only.

This item is submitted for Action during the August 2017 State Board of Education meeting. (See Attachment ES&P 1)

ACTION ON FIRST READING

ES&P 2 – Educator Preparation Program Approvals for Institutions of Higher Education

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Andrew Sioberg (Service Support Coordinator, Education Preparation)

Description:

Institutions of Higher Education (IHEs) are resubmitting all program descriptions and proposals for evaluation and review this semester. The Educator Preparation Program Approval Committee, with the assistance of DPI Information Technology programmers, launched a Web-based platform for the submission and review of current programs and new program proposals. These proposals are reviewed by trained public school practitioners, content experts, and/or higher education faculty. Extensive feedback is provided to the institution as necessary, and time is provided to make revisions before these are presented to the State Board for approval. Each program submission is reviewed for alignment with recent legislation and State Board policies, including use of a valid and reliable assessment of pedagogy (edTPA or PPAT), minimum sixteen-week student teaching and field experiences every semester in low-performing schools. A chart of reviewed and recommended programs is presented to the Board for approval.

Recommendation:

This item is presented for Action on First Reading at the August 2017 SBE meeting.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Andrew Sioberg to present this item.
- Dr. Sioberg stated that this was a continuation of the review of approved programs and making sure that we have the assurances that have been put forth in recent law. He added that we have one-hundred and four review programs for approval.
- Dr. Sioberg noted that there was one technical correction on the last page, incorrectly put UNC-Charlotte's reading K-12 program was a graduate add-on, and should state that it was a undergraduate add-on.
- No additional comments were made.

This item is submitted for Action on First Reading during the August 2017 State Board of Education meeting. (See Attachment ES&P 2)

DISCUSSION

ES&P 3 – Amendment to Licensure Testing Requirements Policy: LICN-003 – Academically and Intellectually Gifted and Birth-Kindergarten

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Mrs. Sneha Shah-Coltrane (Director, Division of Advanced Learning and Gifted Education) and Ms. Steleana Rountree (Consultant, Licensure Area)

Description:

This policy amendment contains two revisions. The first revision focuses on the Academically or Intellectually Gifted (AIG) Add-On License. The second revision focuses on Birth-Kindergarten (BK) License.

AIG Revision:

In response to the NCDPI Task Force on Teacher Recruitment, Credentialing and Retention comprised of Superintendents and district leaders, Volunteer AIG Regional Leaders from all SBE regions, and other educators, NCDPI recommends adopting an ETS Praxis testing option as an additional pathway for licensed educators to obtain an AIG Add-On License with a qualifying score. This amendment will expand the options for teachers to obtain an AIG Add-On license, which will give school districts access to more AIG licensed teachers.

Currently to obtain an AIG Add-On License, teachers enroll in an approved IHE program. While NC has one of the strongest networks of AIG IHE programs in the country, this additional pathway will bring AIG into alignment with other content and exceptional children's areas of licensure and will broaden access to an AIG Add-On License to meet the demands in the field for AIG licensed educators. This recommendation also supports the best practice in gifted education of compacting curriculum and is a mastery-based learning option for adults.

In June, ETS facilitated a standard setting process for the Gifted Education Praxis test 5358 with AIG experts from here in NC. All SBE regions were represented by either an AIG teacher and/or AIG Coordinator. Two IHE representatives were also included, one each representing public and private colleges and universities. Based on the standard setting committee recommendation, NCDPI recommends a qualifying score of 157 on the Gifted Education Praxis test for a teacher to obtain an AIG Add-On License. This score is in alignment with majority of states that offer this option and with the ETS recommended score. Once data is available from here in NC, NCDPI is committed to re-evaluating the score to ensure it represents the state's needs.

BK Revision:

In April of 2016, after the deletion of Federal mandates for being designated "Highly Qualified", the State Board of Education (SBE) clarified its HQ definition as holding a NC Teaching License in the area appropriate for the course taught. Per SBE Policy LICN-001, the clarification states to be a "highly qualified teacher" at the elementary school level a teacher must have obtained an appropriate license for the core academic subjects taught and demonstrate subject knowledge and teaching skills in reading/language arts, writing, mathematics, and other areas of the basic elementary school curriculum by passing SBE approved exams required for the license according to the testing requirements outlined in the NC state statutes.

Thus far, the SBE has not required an approved licensure exam for the initial Birth-Kindergarten (BK) licensee to qualify for the teaching license. It has only approved the use of an appropriate BK exam for the purpose of designating those so licensed as HQ to teach grade K. Since there is no SBE approved licensure exam that is required for the BK license, the DPI Licensure Section recommends striking the footnoted language that concludes testing policy LICN-003.

Recommendations:

The State Board of Education is asked to discuss and provide feedback to the proposed changes to the existing policy.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine recognized Ms. Sneha Shah-Coltrane to present this item.
- Ms. Coltrane noted that she has several policy amendments, and the first one was about helping combat our issues with teacher recruitment and retention. She stated that we are focusing on adding an additional pathway for a teacher to earn an add-on license to be specialized in the area of Academically and Intellectually Gifted (AIG). She added that, typically, this program involves four courses and a practicum experience.
- Ms. Coltrane stated that this pathway would increase the number of AIG-licensed teachers, will align the area of AIG with current policy, and will further implement best practice in gifted education and in personalized learning for our teachers of curriculum compacting, and credit by demonstrated mastery.
- She shared that their proposal included going through an ETS Standard Setting Process. ETS comes to the State and works with representatives across our state to establish what score would be appropriate for NC.
- Ms. Coltrane noted that the Praxis does cover five areas in content for gifted education. She then noted that we looked at other states that offered this to look at their standards that we have set. Twelve other states offered this option. Most of these states have adopted the score that the ETS recommends which was 157. She stated that after looking through all of the questions and discussions about what other states have done, their recommendation was that we add to obtain an AIG License through this pathway to obtain a score of 157. She further stated that with the understanding that after we have gone through this process, going forward it would be helpful to have at least two years of history to see if we need to adjust this process.
- Ms. Coltrane noted a technical correction of the policy which was to remove the language of “Highly Qualified.”

This item is submitted for Discussion during the August 2017 State Board of Education meeting. (See Attachment ES&P 3)

ADJOURNMENT

Indicating no other business, ES&P Committee Chair Dr. Oxendine adjourned the August 2017 ES&P Committee meeting.

RECONVENE IN OPEN SESSION

Chairman Cobey thanked all of the presenters today for their work in preparing for our meetings. He stated that Board preparation was but a part of their work but that it often can take quite a bit of time. Chairman Cobey thanked everyone again for prioritizing and juggling the various aspects of their work. He noted that the Board will vote on the Action items during Thursday’s meeting.

CLOSED SESSION

Noting for the audience that the Board will immediately adjourn following its Closed Session, Chairman Cobey called for a motion to go into Closed Session.

<i>Upon motion made by <u>Vice Chairman A.L. Collins</u> and seconded by <u>Ms. Patricia Willoughby</u>, the Board voted unanimously to go into Closed Session to consult with attorneys on attorney-client privileged matters</i>
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to discuss personnel and confidential matters, and to consider the handling of the following cases:

- *Hoke County v. The State of North Carolina et al.:*
- *O.V. v. Durham Public Schools and the State Board of Education; and*
- *State Board of Education v. NC.*

Chairman Cobey requested a motion to adjourn the Wednesday session of the State Board of Education meeting.

Upon motion made by Mr. Eric Davis and seconded by Ms. Patricia Willoughby, the Board voted unanimously to recess the State Board of Education meeting until Thursday, August 3, 2017, at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
August 3, 2017**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman	Wayne McDevitt
A.L. Collins, Vice Chairman	Rebecca Taylor
Eric Davis	Reginald Kenan
Gregory Alcorn	Patricia Willoughby
Amy White	Olivia Oxendine
Wayne McDevitt	

Also present were:

Mark Johnson, State Superintendent	Bobbie Cavnar, Teacher of the Year Advisor
Amanda Bell, Local Board Member Advisor	Lisa Godwin, Teacher of the Year Advisor
	Jason Griffin, Principal of the Year Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Thursday, August 3, 2017, session of the North Carolina State Board of Education meeting to order and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, online listeners, and Twitter followers to the meeting. Chairman Cobey reminded the audience and those listening that this body meets monthly, with its official meeting scheduled for the first Thursday of the month, and that committee meetings are held on Wednesday prior to the official meeting day, as was the case yesterday. Chairman Cobey noted that Committee meetings were held on Wednesday prior to the official meeting day, as was the case yesterday when the Board met for its committee meeting presentations and discussions.

Chairman Cobey also noted that the agenda for August was approved yesterday, and the Board will proceed under that approved agenda. He stated that today's meeting includes special recognitions, reports from the Chairman and the Superintendent, a legislative report, and committee reports and voting on our Action items.

Chairman Cobey also reminded our onsite visitors and online listeners that we can follow the meeting online and view all materials by going to "SBE meetings" at www.ncpublicschools.org. Chairman Cobey then read the required Ethics Statement.

ETHICS STATEMENT

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any

appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that, if during the meeting members became aware of an actual or apparent conflict of interest, we bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Pledge of the Allegiance

Vice Chairman Mr. A.L. Collins was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Discussion/Comments:

Chairman Cobey said to the Board, please note the list of minutes below and recall the number of times we have met recently. He asked for a motion to approve the minutes of the July 6 monthly meeting of the Board, the June 17, July 14, July 19, and July 25 Open Session conference call meeting minutes. Mr. Gregory Alcorn made the motion to approve and Mr. Eric Davis seconded the motion. The State Board Education voted unanimously to approve the meeting minutes.

- June 27, 2017
- July 6, 2017
- July 14, 2017
- July 19, 2017
- July 25, 2017

* There was no discussion.

SPECIAL RECOGNITION

Chairman Cobey then noted that this was a time for the Board to publicly recognize some outstanding accomplishments of students and educators in North Carolina. He added that it was also the time when we recognize officially any new members or advisors to this Board, as we will this morning for Mr. Griffin and Ms. Godwin, our new Board advisors. Chairman Cobey then recognized Ms. JoAnne Honeycutt to introduce us to an outstanding student.

- **Special Recognitions – Presidential Scholar Recognition**
 - ❖ Mr. Caleb Richardson, Perquimans County Schools

Ms. Honeycutt shared with the Board that two years ago the Presidential Scholars program was expanded to include recognition for students who excel not only academically but also in other foundational components of career and technical education, such as work-based learning and our student organizations. She stated that there were twenty CTE Presidential Scholars selected from across the nation. Ms. Honeycutt reminded the Board that last year North Carolina had a Presidential Scholar recipient. She added that we were thrilled that we have a second Presidential Scholar this year also. Mr. Caleb Richardson was not able to attend the meeting, but Ms. Honeycutt described his accomplishments. Mr. Richardson was a recent graduate from Perquimans High School and was an agriculture education concentrator. Ms. Honeycutt noted that his family has a crabbing business and he worked along with his father in hopes of becoming an entrepreneur. She added that Mr. Richardson also had an interest in expanding and learning about livestock production. Mr. Richardson shows livestock beef cattle, goats and sheep and began to acquire his own livestock. Mr. Richardson sought opportunities to learn about

genetics and researched the best breeds and characteristics to have. In addition, Mr. Richardson received an internship with a biotechnology company and began to learn about crop science. Chairman Cobey thanked Ms. Honeycutt.

Chairman Cobey then recognized Dr. Liz Colbert to introduce our next special guest.

➤ **Special Recognitions – North Carolina Virtual Public School 2017 Teacher of the Year**

- ❖ Ms. Teryn Odom, NCVPS Spanish Teacher

Dr. Liz Colbert provided information about the NCVPS Teacher of the Year process and noted that the competition was stiff. Dr. Colbert shared with the Board that Ms. Teryn Odom was a North Carolina Teaching Fellow who graduated from UNC-Charlotte with a Bachelor of Arts in Psychology and Spanish. Ms. Odom also received her Masters of International Studies and has a certification in K-12 Spanish and K-12 ESL, and is currently finishing her School Administration degree at UNC-Wilmington. Ms. Odom teaches Spanish II for NCVPS where she has taught for the past nine years. Dr. Colbert shared that she also works for Guilford Technical Community College, where she is a e-Learning Support Specialist. Ms. Odom is passionate about her work and explains that every student has something special to offer. Ms. Odom feels that working for NCVPS allows for a perfect fusion for her love of teaching, learning and technology. Chairman Cobey congratulated Ms. Odom in achieving this significant honor and invited Ms. Odom forward for a photograph with the Board.

➤ **Recognition of New State Board of Education Advisors**

- ❖ Mr. Jason Griffin, Perquimans County Schools – Wells Fargo NC Principal of the Year – 2017
- ❖ Ms. Lisa Godwin, Onslow County Schools – Burroughs Wellcome Fund NC Teacher of the Year – 2017

Chairman Cobey then began the official welcome to and recognition of our new Board Advisors, beginning with welcoming Wells Fargo Principal of the Year, Mr. Jason Griffin. Mr. Griffin is the principal of Hertford Grammar School in Perquimans County Schools, a grades 3-5 Title I school. Under Mr. Griffin's leadership and the hard work of his dedicated teachers, the school achieved a "B" grade and became one of only six elementary schools in the state's northeast education region to earn at least a "B" while also exceeding targets for academic growth. Chairman Cobey stated that Superintendent Johnson's remarks at the Principal of the Year ceremony said of Principal Griffin: "He makes smart use of data to work with his teachers to personalize learning for all students. He delegates to help his teachers grow as leaders themselves, and he works to provide them with innovative strategies to improve teaching and learning for students." Mr. Griffin began his career as an elementary teacher in 2002 and progressed through his career to become a principal. In 2012, Mr. Griffin was also named Teacher of the Year for Perquimans County Schools. Chairman Cobey asked everyone to please join him in officially welcoming Mr. Griffin. Mr. Griffin was invited to take a photograph with the Board and received a plaque.

Chairman Cobey then recognized Ms. Lisa Godwin, a kindergarten teacher at Dixon Elementary School in Onslow County Schools, as our 2017 Teacher of the Year Advisor. Ms. Godwin returned to the classroom in 2014 after working as an assistant principal for four and a half years in Onslow and Lee County Schools. When Ms. Godwin graduated from high school, she entered Sandhills Community College to become a nurse. It was not until later when her twin sons started school that she decided to become a teacher. She then took a job as a teacher assistant in Lee County Schools and began work on her education degree at St. Andrews Presbyterian College in Laurinburg. She also earned a Master's degree in education administration and became an assistant principal. She later returned to teaching because she believed she could have a greater impact on students

through direct contact in the classroom. At Dixon Elementary, Ms. Godwin also serves as a mentor teacher and is active on a number of other education initiatives and groups in Onslow County. Chairman Cobey asked everyone to please join him in welcoming Ms. Godwin as an Advisor to the Board. Chairman Cobey invited Ms. Godwin forward for a photograph with the Board and to receive a plaque.

Chairman Cobey stated congratulations again to both of you. He assured them that their voices at this table are welcome and appreciated. The coming year holds many new adventures for you, as well as continuing hard work and juggling of time. Chairman Cobey noted that this Board and staff are here for your assistance in any manner.

CHAIRMAN’S REPORT TO THE BOARD

Chairman Cobey then made brief comments. He began by noting that many of our schools are either in session now or will be before we return for our September meeting. With that being said, Chairman Cobey noted that legislative changes to educator salaries are in place as of July 1, and that we are grateful to the General Assembly for those pay increases.

Chairman Cobey shared that we look forward to the continued support of both Governor Cooper and the General Assembly for additional increases in educator salaries. He noted that the Board and the Department of Public Instruction have worked to implement the \$3.2 million cut to the Department’s budget and add that many hours of work to complete that task was recognized and appreciated by this Board.

Chairman Cobey also stated that cuts to an agency’s budget are never easy, but staff, have worked diligently to make cuts to the budget that may certainly change service delivery in some instances but will not result in eliminating those services. Chairman Cobey added that we will work with Superintendent Johnson and staff as the year progresses and will monitor the end result of those cuts for any indicators of changes that might be needed and to provide feedback to the General Assembly.

He noted to the Board members that the General Assembly convened this morning and as part of their agenda they will attend to technical corrections on some items. We have requested some technical corrections in order to clarify implementation of new and existing programs.

Chairman Cobey then recognized Ms. Cecilia Holden for our legislative report.

➤ Legislative Report

❖ Ms. Cecilia Holden (Legislative Director, NC State Board of Education)

Ms. Holden updated the Board on where we ended up in the session along with future plans. Ms. Holden referenced the attached North Carolina Education Budget Highlights 2017-19. She stated that the General Assembly compiled the highlights in an effort to try to get the larger perspective in terms of the big-ticket items passed through legislation under the budget this session. She shared with the Board that we started the session with over two-hundred education K-12 bills that were introduced into the session, and ended up with thirty-nine bills that passed and became session law. Ms. Holden stated that we are reviewing all relevant legislation to determine next steps. She noted that the legislation team. She referenced attachment three, which lists SBE impacts and responsibilities organized by policy, regulations or rules that will flow through the State Board.

Education Building, Raleigh	Thursday, August 3, 2017	Board Room, 9:00 AM
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Ms. Holden also shared information regarding a spreadsheet prepared by the team that lists all reports required from the agency in chronological order according to their deadline. She provided an overview of the report: of one-hundred twenty-five reports, forty-five are new. In addition, she shared the intent to work with the General Assembly in order to review the report list and identify reports that may no longer be necessarily required.

She stated that there were many Boards and Commissions and appointments that were either through new legislation or upcoming appointments. Ms. Holden then referenced the attachment K-12 Boards and Commissions that were also relevant.

Ms. Holden stated that their next steps were to take a proactive approach and identify ways to partner with the General Assembly to identify modifications to existing legislation items that might be good programs to champion with the Legislature. She added that she has identified a few items already and would welcome any input from the State Board of Education for the 2018 session.

Chairman Cobey recognized Superintendent Johnson for a report to the Board.

STATE SUPERINTENDENT'S REPORT

Superintendent Johnson highlighted some great work in Davie County, thanks to a generous grant as part of its Read to Achieve program. He shared that we used the whole school reform model that A+ Schools of NC uses that used arts as fundamental to teaching learning in all subjects. He noted that we were able to use the Read to Achieve camp and engage students through visual arts, dance, drama, music, creative writing and tailor the instruction. This was the fourth year that Davie's highly successful Read to Achieve program has used the holistic approach to reading. Superintendent Johnson shared a quote from one student, who said, "I didn't use to like to read, I just pretended that I got the words. Now we make things like stories, plays, songs, and drawings that help me understand. So, I get it now, for real."

Superintendent Johnson introduced Ms. Michelle Burns to share with the Board information about A+ Schools of NC. Ms. Burns stated that the program is housed at the NC Arts Council and has been around since 1995. A+ has a network of about sixty schools in NC that use the arts to teach everything from math to physical education. Teachers come for annual training that it is active, hands-on, standards-based work that they do with students. Their partnerships around educators is growing beyond their network, and they are thrilled to have this great partnership with DPI and the schools across the state.

Superintendent Johnson noted that the American School Counselor Association announced six university recipients for Comprehensive School Counseling Research Grant Awards for their comprehensive school counseling research grant. Two of awardees are in North Carolina: UNC-Chapel-Hill and UNC-Pembroke. He added that this was part of the study of the career and college readiness of K-12 students serviced by RAMP which is an ASCA model program recognition. Superintendent Johnson also noted that we also gave out the RAMP awards. These awards show a school-wide commitment to delivering a comprehensive data-driven school counseling program, and are reflective of the American School Counselor Association (ASCA) National Model of our State Professional School Counselor Standards. Superintendent Johnson recognized Mr. Bernard Fuller, Principal of Grant Middle School, who was selected as one of only sixteen teachers across the country to be awarded the National Association of Special Education Teacher Award, and is the only teacher selected from North Carolina.

Chairman Cobey recognized Student Learning and Achievement Chairman Eric Davis to begin with our Information agenda item.

**STUDENT LEARNING AND ACHIEVEMENT
COMMITTEE MEETING
(Mr. Eric C. Davis, Chair; Dr. Olivia Holmes Oxendine, Vice Chair)**

INFORMATION

**SLA 7 – mClass: Reading 3D: Fidelity and Growth
SBE Strategic Plan**

Goal: Every student has a personalized education

Objective 2.5: Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding growth

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Carolyn Guthrie (Director, K-3 Literacy)

Description:

The North Carolina State Board of Education Policy KNEC-002 states that the Department of Public Instruction will report to the State Board of Education in August of each year on the state-wide fidelity of implementation of the formative, diagnostic assessment system, mClass:Reading 3D. The policy also requires the inclusion of growth reports.

The attachments include fidelity and growth reports.

Recommendations:

N/A

Discussion/Comments:

- SLA Committee Chair Eric Davis introduced Ms. Carolyn Guthrie to present this item.
- Ms. Guthrie shared that when we talk about growth and fidelity of implementation, we are referring to growth for the children with specific areas of need within the in-class program.
- NC State Board of Education policy states that children should be bench marked three times a year and that North Carolina is always at the top of states that have implemented state-wide programs in our bench marking fidelity. She noted that the state was at ninety-nine percent at the end of the year.
- She added that colors on the presentation graphics have nothing to do with the children and that we were about the intensity and the urgency of instruction. When talking about colors, we are talking about children who if we fall within those areas, what type of instruction they need.
- Red refers to children who need core instruction/targeted instruction for their deficit skill gaps and intervention outside of the regular reading program. Yellow colors mean that children need core instruction plus targeted instruction, green colors represent the instruction that was a solid core instruction.
- Ms. Guthrie stated that progress monitoring fidelity and bench marking was reported out and described the progress over the last five years.
- She described mClass as an electronic platform and talked about two components. The first component was the DIEBELS component which was a universal screener, and measures and looks at the foundational skills

that children were achieving. Ms. Guthrie added that this helps them determine how well children were doing and if we might be at risk.

- Ms. Guthrie talked about the second component was Text Reading Comprehension (TRC.) She added that mClass provides the platform. She noted that the numbers pretty much match the Rigby National series because we are a statewide adopter of this series, and were the largest statewide adopter of this series. She also noted that this was more aligned to the standards.
- Ms. Guthrie shared that schools and districts can these attachments on DIEBELS and TRC and run them for their school by teacher or grade level and see the same information for their school.
- She concluded by stating that there are 720 days until a child walks in a kindergarten classroom until we leave third grade.
- Ms. Willoughby asked if all the numbers were in the aggregate K-3. Ms. Guthrie replied yes, we were.
- Ms. Bell asked if we were seeing in any trends, and if so, are they upward or downward trends, and if so, to what can they be attributed. Ms. Guthrie responded that we see trends on this data where children were moving out of intensive areas and making gains to possibly to go to the targeted or benchmark areas. She added that we were not seeing it when we get to the EOGs. The upward trend noted on these reports was not getting to the EOG proficiency scores.
- Superintendent Johnson thanked Ms. Guthrie and the team, and encouraged them to always remind everyone about the seven-hundred and twenty days, because it was important to realize that we have to take students as we come to us, and no matter where we are when we enter kindergarten, that it was our job to get them up to that third-grade reading level. Superintendent added that we really need to talk about for the sake of helping our teachers K-5 is when we have students who come in one, two and even three years behind, where we expect them to be on a kindergarten level. In some cases, teachers are being asked to raise those students, the reading level, from birth through third-grade in just that K-3 timeframe, on top of all of other challenges that students face. This is one reason we need to, as a department and as a Board, reach out and focus on more ways to reach those parents of preschoolers and really get down to them and say, “It may just look like your baby is just sitting there, not taking anything, but we know even though it does not look like we were learning, there were sponges.” He noted that it was imperative for every parent and/or caregiver to read to their child at least once a day, which was something that the department was really focusing on with the NC Reads program.
- Mr. Collins asked for an update on what was the number of students that did not make it through third-grade Read to Achieve. Ms. Guthrie replied that we must report that information to them by September 1, 2017.
- Ms. Willoughby stated that she appreciates the Superintendent bringing up pre-K and how it was very important; she asked if Mr. John Pruitt could be on a future agenda to talk about the current studies and short-term results, third-grade results, and the longitudinal data that we have across the country when we intervene with birth to kindergarten students before we were three to four years behind.

Chairman Cobey recognized Mr. Eric Davis to recognize Dr. Tammy Howard for the New Business presentation on NC Check-Ins that was delayed from Wednesday. It is deemed that this report should immediately follow Ms. Guthrie’s presentation, so that was the reason for the delay from Wednesday to Thursday for the NC Check-Ins presentation.

NEW BUSINESS

- **NC Check-Ins**

- ❖ **Dr. Tammy Howard (Director of Accountability Services)**
- ❖ **Ms. Kitty Rutherford Mathematics Consultant, K–12 Standards, Curriculum and Instruction**

Dr. Howard provided the Board with an update on NC Check-Ins:

- During the 2016-17 school year, NC Check-Ins were administered at fifth grade mathematics and at sixth grade English language arts/reading (ELA).
- Participants included schools in the randomly selected statewide sample, which was the same sample used the previous year to maintain that trend, and volunteer schools across the state.
- The data presented today references the selected sample, volunteers, and school that did not participate in the NC Check-Ins.
- Dr. Howard shared descriptive statistics, by the participating groups, including the demographics of each group. She noted that the mean scores were very close to each other, which shows that these instruments were not the treatment that was affecting the change. Dr. Howard stated that implementing an assessment is not necessarily going to change achievement.

Dr. Howard shared that for NC Check-Ins for the 2017–18 school year, NC Check-Ins will be available for mathematics in grades four, five and six, and for ELA/Reading in grades five, six, and seven. All participants will be volunteers. Dr. James Bartlett may conduct an evaluation of the implementation of NC Check-Ins with the purpose of identifying optimal practices for using NC Check-Ins effectively.

Ms. Kitty Rutherford shared information about her study on the first year of the Proof of Concept study, which preceded the NC Check-Ins. She noted that as we look at this information to keep in mind that it was not this year, but the first year of implementation. Ms. Rutherford's research affirms that to increase a student's mathematics achievements, it is necessary to have rigorous standards, rigorous assessments, and high-quality classroom instruction. She added that teachers must know what has to be taught, the intent of the standards, and the level of conceptual understanding that students must obtain to be mathematically proficient. Ms. Rutherford noted that responses from the teachers in her research affirmed that the Proof of Concept assessments aligned with the rigorous standards and provided prompt and useful feedback. She also stated the similar format as the EOG was very beneficial.

Ms. Rutherford shared her preliminary results and noted that she used the mixed-method approach. These were the two questions: Which schools actually through the proof of concept study increased the student proficiency level? What strategies did we use to help guide their classroom student performance? Ms. Rutherford noted that the graph represented the mean difference between levels three-five of the EOG scores, ranging from 29.3 to -14.7. She reminded the Board that this was the year before the proof of concept and the year of the proof of concept and this was the difference between those two years of forty-eight schools. Ms. Rutherford referenced the six schools that were selected and what the data reflected. She shared that she had one-on-one interviews with the teachers and the following themes were consistent:

- Formative Assessment
- Collaboration Use
- Productive Teacher Beliefs
- Being a Reflective Practitioner

Analysis of the results from the study revealed specific things that we feel could make a difference:

- a) Teachers must understand the formative process, otherwise the interim assessments are used as summative and there was no change in instruction.
- b) Working collaboratively was imperative when analyzing formative assessment feedback data, so that effective modifications can be discussed and classroom instruction could change.
- c) Teacher beliefs in being a reflective practitioner may also play a huge part in student efficiency level gains.
- d) Building a culture that embraces the formative assessment process would make a difference.
- e) Small changes in instruction could lead to significant changes in student learning.

Mr. Davis stated that this item was all about creating a tool and a formative assessment, and yet mostly what you talked about was principal leadership and effective instruction. He added that it was all about people. Mr. Davis asked Superintendent Johnson about his thoughts on using this information and incorporate it into principal development and principal preparation. He added that it sounds like the key was having a leader that can help principals use this tool. Superintendent Johnson replied that we are working with NCSU to rethink how we train principals to be instructional leaders. He stated that if you would like to add more NC Check-In testing with principal leadership work that we are doing, we could keep an eye on that as we start to do this work.

Mr. Collins thanked Ms. Rutherford for all her work, and stated that we really do need to get to a decision point about what we are going to do with this. He noted that it has good data and support. Mr. Collins commented that his preference is to get a through-course assessment and eliminate EOG assessments.

Mr. Griffin stated that in reference to proof of concept or leadership, there were four things that came up in the data that stood out to him for principals for future leaders. He noted that when looking at understanding and utilizing formative assessments, you could collect all the data that you want, but how do you take that data and drive instruction. Collaboration was critical for student success, and it was very important for principals to meet with teachers and talk about data during those PLCs, POTs to help students. He also shared that he read some research about the 194 factors that affect student achievement. Teacher beliefs was number one. He added that it was not formative assessments or family engagement. Mr. Griffin added that being reflective was also valuable and that he liked this information for good leadership as well. Ms. Willoughby commented that we have the Teacher Working Conditions Survey with a lot of years of data that could be used to inform decisions.

CONSENT AGENDA

Chairman Cobey moved to the Consent agenda. Noting that these items have either been before us in a prior month for discussion or are technical changes or routine reports that are non-contentious.

<p><i>Upon motion by <u>Mr. Reginald Kenan</u> and seconded by <u>Mr. Rebecca Taylor</u>, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments, EICS 3, BSOP 6, SLA 8, SLA 9, SLA 10)</i></p>
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EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT
(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

CONSENT

EICS 3 – Recommended Changes to Charter School Finance and Governance Noncompliance Policy (CHTR-006)

Policy Implications: SBE# CHTR-006

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals.

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools), Ms. Cande Wood (Consultant, Office of Charter Schools), Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Description:

Per a recommendation and input from the Office of Charter Schools (OCS), the Charter Schools Advisory Board (CSAB) recommends that the State Board of Education (SBE) amend CHTR-006 (Policy for Charter Schools on Financial and Governance Noncompliance) to reflect statutory changes and NCDPI processes. The CSAB met in May and June 2017 to discuss and ultimately approve the amended policy (attached).

The proposed policy changes provide extended flexibility in addressing charter school financial and governance noncompliance, removes the linear process and allows for noncompliance levels to be assigned based on severity.

Recommendations: The Charter Schools Advisory Board recommends that the State Board of Education approve the policy.

BUSINESS OPERATIONS COMMITTEE MEETING
(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)

CONSENT

BSOP 6 – Capital Improvements Projects Report

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Dr. Ben Matthews (Chief Schools Operation Officer, Safe and Healthy Schools Support Division) and Dr. Ken Phelps (Lead Consultant, School Planning Section)

Description:

Each quarter, we are required to report on the status of current capital projects at the Residential Schools, NCCAT, and DPI Building. Most of these projects are funded by Repairs and Renovations (R&R) allocations. Once per year, we present the July 1 report to the State Board for information and consent.

Recommendations:

It is recommended that the State Board of Education review and accept this report.

**STUDENT LEARNING AND ACHIEVEMENT
COMMITTEE MEETING
(Mr. Eric C. Davis, Chair; Dr. Olivia Holmes Oxendine, Vice Chair)**

CONSENT

SLA 8 – Global-Ready School and Global-Ready District Enhancements

SBE Strategic Plan

Goal 2: Every student has a personalized education.

Objective 2.3 Increase the number of schools designated as STEM or Global Education ready

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tiffany Perkins (Director K-12 Curriculum and Instruction), and Mrs. Helga Fasciano (Special Assistant for Global Education)

Description:

State Board Task Force on Global Education Commitment 4.2: Institute in concert with global education partners a Global-Ready designation for schools and districts that provides a process and incentives and addresses, at the least, the following: K-12 world language opportunities for all students; pathways for teachers, leaders and administrators to achieve SBE-recognized badging; career-ready employer requirements; global school partnerships; and local school board resolutions and plans on global education.

The proposed enhancements to the Global-Ready School and District implementation rubrics adopted by the State Board in 2015 are to show more explicitly the alignment with the SBE-adopted Digital Learning Plan that has explicit references to global awareness. The proposed enhancements do not change the intent of the Global-Ready rubrics for implementation or designation purposes and will still meet the SBE Goal Objective 2.3. Enhancements will be shown in technical word changes for alignment or explanations that refer to the Digital Learning Plan as a resource. It is recommended that these enhancements are adopted beginning with the 2017-2018 school year.

Recommendations:

The State Board of Education is asked to approve the proposed enhancements.

CONSENT

SLA 9 – Field Testing and Special Studies for 2017-18 School Year

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

Description:

General Statute §115C-174.12 (b1) states:

“The Superintendent shall notify local boards of education by October 1 of each year of any field tests that will be administered in their schools during the school year, the schools at which the field tests will be administered, and the specific field tests that will be administered at each school.”

Attached is the list of the 2017–18 field tests and special studies. Consistent with General Statute §115C-174.12(a2) and State Board of Education (SBE) policy TEST-015, no school will be required to participate in more than two field tests at a given grade.

LEAs/charter schools are permitted to file an official appeal requesting that a school be excluded from a specific field test sample based on the written justification submitted by the LEA superintendent/charter school director along with the Request for Appeals form. All Requests for Appeals will be collected by the Division of Accountability Services and presented to the Compliance Commission for Accountability in mid-August. The appeals, along with the Compliance Commission recommendations regarding each of the appeals, will be provided to the SBE at the September Board meeting.

Recommendations:

It is recommended that the SBE approve the 2017–18 field tests and special studies list and provide any necessary guidance prior to schools being notified in August regarding required participation.

CONSENT

SLA 10 – Read to Achieve Guidebook Update

SBE Strategic Plan

Goal: Every student has a personalized education

Objective 2.5: Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding growth

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Carolyn Guthrie (Director, K-3 Literacy)

Description:

Section 115C-83.1 outlines components of the North Carolina Read to Achieve Program that became effective with the 2013-2014 school year. The goal of this program is “to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success.” There are seven major components of this program that include:

- a comprehensive plan for reading achievement,
- a developmental screening and kindergarten entry assessment,
- the facilitation of early-grade reading proficiency,
- the elimination of social promotion,
- the successful reading development for retained students,
- notification requirements to parents and guardians, and
- accountability measures.

In February of 2013, the State Board of Education approved a Read to Achieve Guidebook that gave an overview of the legislation and details of responsibilities of the state, the LEA, the school, and the teacher with regards to the implementation of the Read to Achieve legislation. The Read to Achieve Guidebook has been updated.

Changes include:

- Inside cover change to current State Board of Education members
- Pages 25-41 of last year's guidebook (containing the original legislation, House Bill 230 and a component of House Bill 97) have been replaced with 115 C Article 8 Part 1A which includes all components, changes and additions to the North Carolina Read to Achieve Program since 2012.

Recommendations:

The State Board of Education is asked to approve the updates to the Read to Achieve Guidebook.

BUSINESS OPERATIONS COMMITTEE MEETING (Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)

ACTION ON FIRST READING

BSOP 1 – Fresh Fruit and Vegetable Program Awarded to NCDPI from the USDA

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Ben Matthews (Chief Schools Operations Officer, Safe and Healthy Schools Support Division), and Dr. Lynn Harvey, (Section Chief, School Nutrition Services)

Description:

The North Carolina Department of Public Instruction (NCDPI) has been awarded United States Department of Agriculture's (USDA) Fresh Fruit and Vegetable Program (FFVP) for the period of 2017-18. The program will provide \$4,058,478 to the School Nutrition Section to be distributed among 175 elementary schools throughout the State. The primary goal of the USDA FFVP is to create healthier school environments by providing healthier food choices. To achieve this goal, the FFVP offers LEAs the opportunity to expand the variety of fruits and vegetables children experience, increase children's overall fruit and vegetable consumption, and make a difference in children's diets to impact their present and future health.

Section 19 of the National School Lunch Act requires that schools with the highest percentage of students eligible for free and reduced price meals or highest identified student percentage (ISP), as defined by the Community Eligibility Provision (CEP) be given priority for participation in the FFVP. These are the key selection criterion established by the USDA which ensure the program benefits low income children that generally have fewer opportunities to consume fresh fruit and/or vegetables on a regular basis. The state agency is required to identify eligible schools and encourage them to apply to participate. To be selected for the FFVP, a school must (1) be an elementary school, (2) represent the highest percentage of students certified for free and reduced price meal benefits or ISP, (3) be currently approved to participate in the National School Lunch Program, and (4) complete an annual 2-part application (consisting of Part I- School Profile and Part II – School Proposal).

Applications must be ranked from highest to lowest free and reduced price eligibility or ISP. Schools with the highest percentage of free and reduced price or highest ISP-eligible students must be selected (in order of their rank) unless one of the following conditions exists (1) school fails to meet the deadline for application completion, (2) school does not have the documented support of its administration, (3) Local Education Agency (LEA) has outstanding corrective action from any School Nutrition Program review conducted prior to July 1, 2016, (4) State agency has concerns with the LEA's administration of another School Nutrition Program, (5) State agency has documentation the school cannot properly operate the FFVP, despite previous support from the State agency, and (6) applying school does not have a current NC food handling permit and/or current food safety inspection, or (7) the school is under current disciplinary action for non-compliance.

A total of 229 applications were received. The 175 schools selected for the 2017-18 school year and the 54 schools that were not selected are attached. The amount of federal funds to be distributed to each school will be based on the school's actual enrollment.

Principals, teachers, and school nutrition personnel in participating schools will be encouraged to promote fresh fruits and vegetables to students throughout the academic day. The fruits and vegetables purchased with these funds must be in addition to those served as part of the school breakfast and lunch programs. Fresh produce will be available to students in a variety of locations on the school campus; some schools will provide baskets of fruits and vegetables to students as we come into their classrooms in the mornings; other schools will locate fresh fruit and vegetable kiosks in the corridors to enable students to grab a quick and healthy snack between classes. Ideally, the more students are exposed to fruits and vegetables, the more we will begin to choose them over less nutritious snack foods.

Recommendations:

It is recommended the State Board of Education approve the distribution of these funds to the 175 schools selected for participation in the Fresh Fruit and Vegetable program for the 2017-18 school year.

Upon motion by Mr. Greg Alcorn and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the Fresh Fruit and Vegetable Program Awarded to NCDPI from the USDA, as presented. (See attachment BSOP 1)

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion of this item during the Committee on Wednesday.

ACTION ON FIRST READING

BSOP 2 – Allotment Policy Manual Modifications

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Session Law 2017-57, the Appropriations Act of 2017, made changes to funding to local education agencies resulting in modifications to the Allotment Policy Manual (A LOT-003). These items include the following changes:

General ABC Transfer of Funds
 PRC001 Classroom Teacher (class size/geographically)
 PRC038 Z Schools
 PRC046 3rd Grade Bonus
 PRC048 Educator Bonuses
 PRC027 Teacher Assistant Reimbursement
 PRC031 Low Wealth Supplemental Funding
 PRC032 Children with Disabilities
 PRC055 Cooperative Innovative High School
 PRC 054 Limited English Proficiency

PRC033 Merit Bonus (Delete)
 PRC045 .5% Compensation Bonus (Delete)

This item is being presented for Action on First Reading due to the urgency in ensuring accurate funding distribution to the LEAs and charter schools, and to ensure that the SBE policies are consistent with legislation.

Recommendations:

It is recommended that the State Board of Education approve the modifications.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion of this item during the Committee on Wednesday.

Upon motion by Mr. Greg Alcorn and seconded by Ms. Amy White, the Board voted unanimously to approve the Allotment Policy Manual Modifications, as presented. (See attachment BSOP 2)

ACTION ON FIRST READING

BSOP 3 – Employee Salary and Benefits Manual Modifications

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Session Law 2017-57, the Appropriations Act of 2017, modifies salary changes for NC public school employees, resulting in modifications in the Employee Salary and Benefits Manual (SLRY-000). Changes include the Salary Schedules for Public School Employees, principal pay and bonuses.

Education Building, Raleigh	Thursday, August 3, 2017	Board Room, 9:00 AM
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This item is being requested as Action on First Reading due to the urgency in ensuring accurate salary and bonus payments to public school personnel, and to ensure that the SBE policies are consistent with legislation.

Recommendations:

It is recommended that the State Board of Education approve the modifications.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion of this item during the Committee on Wednesday.
- Ms. Willoughby reminded the Board of Wednesday's discussion on the principal's pay schedule issues that need to be fixed. She then asked if this item could be held until Legislation could address this in a technical correction to correct it before we vote to approve a policy that we know has flaws in the way it was paying principals. Chairman Cobey responded that he did not think that it would be possible to do anything in this day-and-a-half that we are there. He also stated that we had to implement those pay raises on July 1. Mr. Collins stated that what he thought the Board suggested was that this go forward yesterday, and that we would follow-up with any necessary suggestions regarding any problems that we have seen. He added that he doubts that the legislators would take up any technical changes regarding this on a last minute with their short schedule this time. Mr. Collins added that any changes that we get would probably be in the short.
- Ms. Willoughby stated that as long as the motion reflects that the Board understands that there will be potential flaws with this policy that will be corrected.
- Mr. Levinson stated that Ms. Holden explained this morning that the general approach taken is a broader conversation based on implementation according to the law, which was what we were prepared to do and what the manual reflects. He added that we have identified and also heard about situations where, for instance, an assistant principal might do better under one clause of the law than another, and there was a statute that addresses, which was commonly referred to as hold-harmless. He noted that there was a mechanism by which the individuals would be paid in 2017-18 at which ever was more advantageous to the individual. Mr. Levinson added that we do not believe that there will be situations where an individual would not be paid what we were due or which of the salaries would be more advantageous, for example, if we moved from a teacher to a principal, or assistant principals to a principal. Mr. Levinson added further that Ms. Schauss was just raising the issue, and believe at this point that it can be resolved and addressed through the whole-harmless statute. He stated that the most prudent way was to implement as the law provides, listen to every situation, and help to process it, and if we find situations where someone seems to have been harmed by it in a way that the whole harmless does not address, that would be what we do to identify going forward.

Upon motion by Mr. Greg Alcorn and seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the Employee Salary and Benefits Manual Modification, and to have a broader conversation based on implementation according to the law, which was what we were prepared to do and what the manual reflects. We have identified and also heard about situations where, for instance, an assistant principal might do better under one clause of the law than another, and there was a statute that addresses, which was commonly referred to as holding them harmless, as presented. (See attachment BSOP 3)

ACTION ON FIRST READING

BSOP 4 – School Attendance and Student Accounting Manual Modifications

SBE Strategic Plan:

Goal 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators

Objective 4.3: Use State and federal funding according to State and federal laws and State Board of Education policies

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

Description:

Session Laws 2017-9 (HB13) and 2017-57 made changes to class size requirements and reporting resulting in modifications to the School Attendance and Student Accounting Manual.

The changes include reduction in maximum average class size, exemptions from class size maximums and an increase in reporting requirements.

This item is being requested as Action on First Reading due to the urgency in ensuring alignment of SBE policies with changes in legislation that became effective July 1, 2017.

Recommendations:

It is recommended that the State Board of Education approve the modifications.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion of this item during the Committee on Wednesday.
- Mr. Alcorn reminded the Board about how the allocation of funds around six different school systems and how the accounting would be done and there were two options and was recommending option one.

Upon motion by Mr. Greg Alcorn and seconded by Mr. Regionald Kenan, the Board voted unanimously to approve Option one of the School Attendance and Student Accounting Manual Modifications, as presented. (See attachment BSOP 4)

ACTION ON FIRST READING

BSOP 5 – Advanced Teaching Model Report

SBE Strategic Plan:

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Objective 3.5: Increase the access to effective and highly-effective teachers for students in low-achieving and high-poverty schools relative to their higher-achieving and lower-poverty peers

Presenter(s): Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Dr. Thomas Tomberlin (Director, Educator Human Capital Policy and Research)

Description:

The North Carolina Department of Public Instruction (NCDPI), on behalf of the North Carolina State Board of Education (NCSBE) issued a Request for Proposals (RFP) for teacher compensation model and advanced teaching roles

pilot programs as directed by the North Carolina General Assembly (NCGA) in Session Law 2016-94 Section 8.7. See <http://www.ncleg.net/Sessions/2015/Bills/House/PDF/H1030v8.pdf>

Twelve LEAs submitted proposals for funding under this pilot program: Franklin County Schools, Cumberland County Schools, Charlotte-Mecklenburg Schools, Pitt County Schools, Washington County Schools, Chapel Hill-Carrboro City Schools, Wilson County Schools, Winston-Salem/Forsyth County Schools, Vance County Schools, Cabarrus County Schools, Edgecombe County Schools, and Durham County Schools. (See the link to the LEA proposals: <http://www.ncpublicschools.org/district-humanresources/>) A team of eleven reviewers used the scoring criteria listed in the RFP to rate each proposal. Based on the reviewers' ratings, the following proposals were approved for funding:

Charlotte-Mecklenburg Schools
Chapel Hill-Carrboro City Schools
Edgecombe County Schools
Pitt County Schools
Vance County Schools
Washington County Schools

Recommendations:

Two options are provided in the attachment. A recommendation for one of the options will evolve from the discussion of this item.

Discussion/Comments:

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion of this item during the Committee on Wednesday.

Upon motion by Mr. Greg Alcorn and seconded by Mr. Eric Davis, the Board voted unanimously to approve Advanced Teaching Models Report, as presented. (See attachment BSOP 5)

Update on Contracts

STUDENT LEARNING AND ACHIEVEMENT COMMITTEE MEETING (Mr. Eric C. Davis, Chair; Dr. Olivia Holmes Oxendine, Vice Chair)

ACTION ON FIRST READING

SLA 1 – Required Changes to Policies Governing Services for Children with Disabilities

SBE Strategic Plan

- Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
5. Increase the cohort graduation rate.
 6. Graduate students prepared for post-secondary education.
 7. Reduce the percentage of students needing remediation in post- secondary education
 8. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

5: Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Goal 2: Every student has a personalized education

Objective 5: Increase the percentage of schools with a performance composite at or above 60% and meeting or exceeding academic growth

Goal 3: Every student has excellent educators

Objective 1: Develop and support highly effective teachers

Objective 2: Develop and support highly effective principals

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. William J. Hussey (Director, Exceptional Children Division), Ms. Carol Ann M. Hudgens (Section Chief for Policy, Monitoring and Audit) and Ms. Lynne Loeser (Consultant for Learning Disabilities/Attention Deficit Hyperactivity Disorder)

On July 7, 2017, the Exceptional Children Division received notification from the Office of Special Education and Rehabilitative Services.

2. Rosa's Law (Pub. L. 111-256) amended sections of the Rehabilitation Act of 1973, as amended (Rehabilitation Act), the Individuals with Disabilities Education Act (IDEA), the Higher Education Act of 1965, as amended (HEA), and the Elementary and Secondary Act of 1965, as amended (ESEA), by removing the words "mental retardation" and replacing them with the words "intellectual disability" or "intellectual disabilities." The final regulations are effective August 10, 2017.

On June 30, 2017, the Exceptional Children Division received two notifications.

2. The General Assembly of North Carolina passed House Bill 149: An Act to Require the State Board of Education and Local Boards of Education to Develop Tools to Ensure Identification of Students with Dyslexia and Dyscalculia. This Act requires that dyslexia be defined in all State Board of Education policies regarding specific learning disabilities no later than June 30, 2017.
2. The Office of Special Education and Rehabilitative Services, Department of Education amended the regulations implementing Parts B and C of the Individuals with Disabilities Education Act (IDEA) to implement the statutory amendments made to the IDEA by Every Student Succeeds Act (ESSA). The final regulations are effective as of June 30, 2017.

As a result, the Exceptional Children Division is recommending the following amendments to the North Carolina *Policies Governing Services for Children with Disabilities (Policies)* –Amended July 2014.

Rosa's Law (Amendments to the IDEA and Federal Regulations)

3. Removing the words "mental retardation" in places where we appear and adding, in their place, the words, "intellectual disability".
4. Revising the definition of Child with a Disability: Intellectual Disability to:
"Intellectual disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects the child's educational performance. The term "intellectual disability" was formerly termed "mental retardation."
2. Waiver of Proposed Rulemaking – Under the Administrative Procedure Act (APA) (5 U.S.C. 553), the Department (OSERS) generally offers interested parties the opportunity to comment on proposed regulations. However, these regulations merely reflect statutory changes and do not

establish or affect substantive policy. Therefore, under 5 U.S.C. 553(b)(B), the Secretary has determined that proposed regulations are unnecessary and contrary to the public interest.

General Assembly of North Carolina House Bill 149

2. Include the definition of dyslexia as follows:

“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”

Federal Register 34 CFR Parts 300 and 301 (ESSA Changes)

8. Revise the definition of the term “charter school” in § 300.7 to update the statutory reference to the ESEA's amended definition of that term.
 9. Remove the definition of the term “core academic subjects” in § 300.10, the definition of “highly qualified special education teachers” in § 300.18, and the definition of “scientifically based research” in §§ 300.35 and 303.32 because these terms have been removed from the ESEA.
 10. Revise the term “Limited English proficient” in § 300.27 to reflect the revisions to the term “English learner” in section 8101 of the ESEA.
 11. Revise § 300.102(a)(3)(iv) to incorporate the definition of “regular high school diploma” in section 8101(43) of the ESEA.
 12. Move the qualification requirements for special education teachers from § 300.18(b)(1) and (2) to § 300.156(c).
 13. Revise § 300.160(c) to reflect amendments made to the IDEA by the ESSA that clarify that guidelines and alternate assessments to measure academic progress under title I of the ESEA apply only to children with disabilities who are students with the most significant cognitive disabilities, whose achievement is measured against alternate academic achievement standards if a State has adopted such standards as permitted under section 1111(b)(1)(E) of the ESEA.
 14. Revise paragraph (b)(4)(xi) of § 300.704 (State-level activities), regarding the provision of technical assistance to schools and local educational agencies (LEAs) implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d) of the ESEA on the basis of consistent underperformance of the disaggregated subgroup of children with disabilities, to include direct student services described in section 1003A(c)(3) of the ESEA to children with disabilities.
2. Under the Administrative Procedure Act (APA) (5 U.S.C. 553), the Department (OSERS) generally offers interested parties the opportunity to comment on proposed regulations. However, the APA provides that an agency is not required to conduct notice- and comment rulemaking when the agency, for good cause, finds that notice and public comment thereon are impracticable, unnecessary, or contrary to the public interest (5 U.S.C.553(b)(B)). There is good cause to waive rulemaking here as unnecessary.

*Please note that these changes will result extensive technical corrections to numbered citations which will require a re-issue of the current policy manual. Therefore, during this amendment process, clerical and formatting errors will also be corrected through-out.

Recommendations:

The Exceptional Children Division recommends the proposed amendments be approved and implemented, effective immediately unless otherwise noted by federal regulation.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.
- No additional comments were made.

Upon motion by Mr. Eric Davis and seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the Required Changes to Policies Governing Services for Children with Disabilities, as presented. (See attachment SLA 1)

ACTION ON FIRST READING

SLA 2 – Dropout Prevention and Students At Risk Program

Policy Implications: SBE#CHTR-20, TCS-U-011

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Dr. Ben Matthews (Chief School Operations Officer) and Dr. Deanna Townsend-Smith (Office of Charter Schools, Assistant Director)

The Charter Schools Advisory Board (CSAB) recommended that the State Board of Education adopt a new policy for charter schools to receive alternative status in March 2017. Ultimately, the SBE adopted CHTR-20 at its April 2017 regularly scheduled meeting, which now provides a process for charter schools to receive alternative status.

In 2009, the SBE eliminated its policy for a Charter School to be designated as an Alternative Charter School (TCS-U-011). While TCS-U-011 was eliminated, the board has a Policy Regarding Dropout Prevention and Students At-Risk (DROP-001) which provides a provision for charter schools to receive alternative status if meeting certain requirements.

Since the board previously approved CHTR-020, it is now recommended that the charter reference in DROP-001 be eliminated as the board now has an adopted process for charter schools to be designated as an Alternative Charter School. Specifically, the language detailed below from DROP-001 needs to be deleted.

Language to be Deleted:

V. APPLICATION TO CHARTER SCHOOLS

A charter school may apply to the State Board of Education for designation as an alternative school if it designates in the charter that the school will serve as an alternative school as defined in Section I-C of this policy.

Charter Schools designated as alternative schools are subject to application procedures and on-site monitoring by the Charter Schools office and/or the Division of Accountability Services as specified by the State Board of Education.

In all respects, programs will be consistent with Chapter 147, Article 3C of the General Statutes (Senate Bill 1260).

Recommendations:

It is recommended that the State Board of Education amend the policy for charter schools to receive alternative status.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.
- No additional comments were made.

Upon motion by Mr. Eric Davis and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the Dropout Prevention and Students at Risk Program, as presented. (See attachment SLA 2)

DISCUSSION

SLA 3 – Extended Content Elective Courses: Vocational Preparation; Health, Safety and Independent Living

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from school prepared for work, further education, and citizenship

Objective 1.2: Graduate students prepared for post-secondary education

Goal 2: Every student has a personalized education

Goal 5: Every student is healthy, safe and responsible

Objective 5.2 Promote healthy, active lifestyles for students

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. William J. Hussey (Director, Exceptional Children), Ms. Dreama McCoy (Section Chief, Exceptional Children), and Ms. Ronda Layman (Consultant, Severe & Multiple Disabilities)

Description:

The majority of students with significant cognitive disabilities pursue the certificate pathway. Elective courses often do not have standards that are accessible for this population of students. Local Education Agencies struggle with providing meaningful electives that ensure progress toward students' post-secondary goals.

Students with significant cognitive disabilities constitute less than 1% of the entire population. One of the primary purposes of education is to prepare individuals with the tools that allow them to successfully address the demands of adulthood. Although these students are identified as having significant challenges, we are capable of learning and accruing skills that lead to post-school success at a level that engages and challenges them.

Two new courses that would be instructed over three years each are being presented. These courses provide students with meaningful, relevant competencies that focus on vocational skills, community involvement, self-advocacy, and adaptive skills. The adoption and requirement of these courses as part of the graduation certificate requirements provide students the opportunity to obtain skills, resources, and knowledge to become independent and productive citizens.

Recommendations:

It is requested that the State Board provide feedback and input on the proposed changes and return the item for approval at the September 2017 State Board of Education meeting.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.
- No additional comments were made.

This item was presented for Discussion during the August 2017 State Board of Education meeting. (See Attachment SLA 3)

DISCUSSION

SLA 4 – K-8 Mathematics Extended Content Standards Revision

Policy Implications: SBE# SCOS-012

SBE Strategic Plan

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.2 Graduate students prepared for post-secondary education

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. William J. Hussey (Director, Exceptional Children), Ms. Dreama McCoy (Section Chief, Exceptional Children), and Ms. Ronda Layman (Consultant, Severe & Multiple Disability)

Description:

In fulfillment of policy SCOS-012, the newly revised K-8 Mathematics standards were approved by the SBE in June 2017. Students with significant cognitive disabilities must be provided access to the State standards by aligning instruction and assessments to the recently approved K-8 Math standards. This allows for educational goals to link directly to grade level and academic content. The Exceptional Children Division, in collaboration with K-12 Curriculum and Instruction Division, must fully align to newly adopted K-8 Mathematics standards.

Students with significant cognitive disabilities constitute less than 1% of the student population. Although these students are identified as having significant challenges, they are capable of learning at a level that engages and challenges them.

This month, the draft of the revised standards (now named Extended Content K-8 Mathematics) are presented for Discussion. Public comments were made available for thirty days.

Recommendations:

It is requested that the State Board provide feedback and input on the proposed changes and return the item for approval at the September 2017 State Board of Education meeting.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.
- No additional comments were made.

Education Building, Raleigh	Thursday, August 3, 2017	Board Room, 9:00 AM
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This item was presented for Discussion during the August 2017 State Board of Education meeting. (See Attachment SLA 4)

DISCUSSION

SLA 5 – Every Student Succeeds Act (ESSA) Draft Plan

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Tammy Howard (Director, Accountability Services), Dr. Lou Fabrizio (Federal Policy Director), and Dr. Nancy Barbour (Director, District and School Transformation)

Description:

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires the U.S. Secretary of Education to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

The North Carolina Department of Public Instruction (NCDPI) has been working on the development of its ESSA plan since early 2016 in terms of stakeholder engagement. The first draft of the ESSA State Plan was posted on the NCDPI website on September 29, 2016. The second draft was posted on December 22, 2016, the third draft was posted on May 1, 2017, and the fourth on June 26, 2017. The fourth draft was the one posted to meet the 30-day public comment period required under ESSA. It was the draft plan discussed in detail at the SBE meeting on July 6, 2017. *However, a new draft will be posted at <http://www.ncpublicschools.org/succeeds/> and on the SBE's eboard site prior to the SBE meeting on August 2, 2017.* It will be the draft given to the Governor for his 30-day review to meet the requirement under ESSA.

At the August meeting, NCDPI staff will highlight sections of the State Plan that have changed from the prior draft which warrant specific SBE attention.

Recommendations:

It is recommended that the State Board of Education approve the State Plan at its September meeting for submission to the US Department of Education by the September 18, 2017, deadline.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday, and noted that given that our Superintendent was unable to participate in the discussion yesterday, Mr. Davis wanted to provide him an opportunity to provide any comments for the staff's consideration on how to continue moving forward and developing the ESSA plan.
- Superintendent Johnson reminded the Board that we are less than a month-and-a-half away before we submit your ESSA plan. He added if you have any concerns, please let them know as soon as possible. He stated if there needs to be a conference call or face to face meetings, to please let him know. Superintendent Johnson noted that he does not want to see happen is when we are about to submit the plan, someone realizes that there was something not included that you wanted or if something was in there that you were not going to be able to live with.
- Mr. Davis asked about some context regarding the comments for Wednesday's meeting on the assessment plan which was mandated by the General Assembly and concerns around the level of resources needed to create truly rigorous aggressive advancement of our students over our ten-year period of the plan. Mr. Davis shared that there was a significant dissatisfaction within the Board, not with the work of our staff, but with our ability to deliver the plan that will be meaning for our students and achieve the goals that we have for our students.
- Ms. Willoughby asked Superintendent Johnson about his meetings with other state leaders across the nation. She wanted to know what he has learned about other states plans generally. She also wanted to know what he has learned from other state leaders about the accountability plan. Ms. Willoughby asked Superintendent Johnson what has he learned from them that influences his input, and would he give the Board some specifics on what his input has been based on either that or his own interests. Superintendent Johnson replied that his direction to staff has been that, we are at a point that given where we are as a Board, and a Superintendent, and given where we are at the General Assembly and the federal level, he has asked that we answer the questions from the federal government and actually use our ESSA plan as a blank canvas as much as possible going forward to be able to build as we set big goals for our department and as we set a big vision for what we would like to accomplish over the next decade in education, and really make it a living document. He added that this is more of a document that we would be referring to and refreshing often. Ms. Willoughby asked him for any specifics from other states. Superintendent Johnson replied, yes, with his talk with other State Chiefs we have supported that model.
- Mr. McDevitt stated that alignment is important, whether it was the whole child, ESSA, SBE Strategic Plan, or college career-ready, all those things matter. He added that we should also align with our budget request and budget decisions. Mr. McDevitt noted that it was a comprehensive approach. He added that he was still struggling with the process and what was on the cutting room floor and the answer for that.
- Dr. Fabrizio talked about all of the action and ideas that have been expressed and did not make it into legislation that tells them exactly what would be in the ESSA plan. He reminded the Board that there was nothing that prevents the Board and the State Superintendent from having further discussions on things like, chronic absenteeism, physical education, early childhood education. All those conversations this Board and State Superintendent could keep working to come up with things that could be reported on the State Report Cards, or included in the Strategic Plan.
- State Superintendent Johnson stated that yes, ESSA was a list of questions and we were answering those questions, but that did not mean that there was work on the cutting floor. He also stated that at the same time we were really diving into our NC School Report Cards, and a lot of concerns that we have done with all the superintendents – we look forward to taking that and building it into a better school report card that actually paints a picture of the school.

- Mr. Collins stated that the Superintendent said that this was your plan. Mr. Collins added that he hopes that this was his plan too. He added that he hopes that we submitted the State Superintendent endorses, if not, he would like to hear what the Superintendent's concerns or criticisms were because we all need to be on the same page. State Superintendent replied, that this will be a plan that he endorses. He stated that he did not want to end up in September, and Board members say, that we should not have done it. Mr. Collins responded that the Board had an extensive discussion around the table about the ESSA plan and that there were many concerns brought forth. He added that chiefly, the feeling from the folks in the field was that their participation was not being paid attention to. Mr. Collins stated that he recognizes that there are restrictions that caused that to happen. He also added that the criticism that we have received was that the plan looks like status quo. Mr. Collins also stated that the law requires that the Governor has thirty days to review and comment. He noted that he wanted to make sure that we honor that, and would hope that if the Governor has any concerns with respect to that, there was a method that we can take in his considerations as well, because the law requires that. Mr. Collins commented that we must address the concerns of the general education community, and we have to comply with the federal law with respect to the Governor, and then we have to have a plan that we understand before we vote on it. Mr. Collins noted that if there are going to be any changes between now and September, we need to know what they are. Superintendent Johnson noted that the Governor has been sent the ESSA plan, and if you have problems with the plan, please raise them. He stated that this was a system where we have dual reports in this building, we report to you as well -- this was your ESSA plan too, and that he hopes that you are happy with it at the end of the day. The State Superintendent stated again, if you have issues with anything with this plan, please let us know, because it was going to take time to make sure that those issues were addressed.
- Dr. Fabrizio stated that the General Assembly in the budget bills specifically says this was what the state will use as indicators under ESSA. The Board does not have authority to say we want to now add chronic absenteeism. Dr. Fabrizio reiterated that the Board can add chronic absenteeism in the strategic plan. He added that your strategic plan already accounts for students absent ten or more days, and if we want to make it ten percent of the number of days' absent from school, we will up that to eighteen days. These types of things can be done. Dr. Fabrizio also stated that with the Title I funds, many of those decisions are made at the local school district level and local school district levels in those Title I schools. This all boils down to how one decides to spend those Title I funds. He noted that the Board was not making those decisions, but that the local levels were. He also stated that what the Board needs to be thinking about, was how do we make sure all of the school districts weigh all those decisions and make decisions that we think will improve student achievement.
- Chairman Cobey asked if we could mention in our plan that we plan to address chronic absenteeism and several other things through our strategic plan and our school report cards. Dr. Fabrizio replied, yes, it was not a requirement, and that we could do that. Chairman Cobey asked Dr. Fabrizio if he would look into doing that and also adding physical education.
- Mr. Davis stated that maybe it was incumbent among the Board members to send to the Superintendent and Dr. Fabrizio any of those specifics that we would like to be included in the plan, that we currently do not see. Superintendent Johnson replied that we could help with compiling that and may have to talk about the process, for example: four votes, and this is the conversation that we need to be having.
- Dr. Fabrizio also noted that there seems to be continued concerns about the ten-year goal and the amount of improvement not being rigorous enough. He shared that we have now bumped it up twice since the first time any of that was provided. In the most recent plan, we are now showing three years for improvement for each of the sub-groups and a three-year average, and then showing you what the new requirement was. He noted that we are ensuring that the requirements were going to be more rigorous than what has been an average for the last three years and expecting that for ten years in a row.

- Superintendent Johnson shared that we are using the ESSA plan to start down a path of a vision for where we hope to see education in North Carolina over the next decade. He stated that we are keeping it broad as we learn more and as we innovate can put in those best practices and policies. Superintendent Johnson noted that part of that also goes with testing in reforming or testing system. He also stated that personalized learning can come to NC. The eventual hope of personalized learning was that it will reduce testing, because the data, not the test that we need, it was the formative numbers of where do we need them to be going. He added as we move into this realm, then data can be captured through the content work on the personalized learning instruction, and that was the ultimate path that he hopes to work toward, and that as a state will go. Superintendent Johnson shared that he has already been in discussion with vendors about where we are going to insert this data capture into lessons, so that we can scale down all testing and replace it with instruction that still gives us the data we need to make sure we know that students are on track.

This item was presented for Discussion during the August 2017 State Board of Education meeting. (See Attachment SLA 5)

INFORMATION

SLA 6 – Advisory Council Reports for the Residential Schools

Policy Implications:

SBE Strategic Plan:

- Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship
 - Objective 1.2:** Graduate students prepared for post-secondary education
 - Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers
- Goal 2:** Every student has a personalized education
 - Objective 2.2:** Increase the number of teachers and students using digital learning tools
 - Objective 2.3:** Increase the number of schools designated as Science, Technology, Engineering and Mathematics (STEM)- or Global Education-ready
- Goal 3:** Every student, every day has excellent educators
 - Objective 3.3:** Increase the number of teachers graduating from quality traditional and alternative educator preparation programs
 - Objective 3.4:** Increase the number of principals graduating from quality traditional and alternative educator preparation programs
- Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators
 - Objective 4.3:** Use State and federal funding according
- Goal 5:** Every student is healthy, safe, and responsible
 - Objective 5.1:** Create and maintain a safe and respectful school environment
 - Objective 5.2:** Promote healthy, active lifestyles for students

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

Description:

The policy establishing Advisory Councils for the Residential Schools outlines within Advisory Council procedures, “By July 1st of each year, the Advisory Council shall submit an annual report of activities and recommendations to the State Board of Education. This report must be made available to the public.” This report was approved on the June Consent Agenda.

Recommendations:

It is recommended that the North Carolina State Board of Education review and formulate any questions they might have regarding the reports from the Advisory Councils for the Residential Schools for the Deaf and the Blind.

Discussion/Comments:

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.

This item was presented for Information during the August 2017 State Board of Education meeting. (See Attachment SLA 6)

NEW BUSINESS

- **NC Check-Ins Update**
 - ❖ Tammy Howard, Ph.D. Director, Accountability Services
 - ❖ Kitty Rutherford Mathematics Consultant, K–12 Standards, Curriculum and Instruction

Dr. Howard shared with the Board results from the NC Check-Ins administered in the 2016-17 school year. Ms. Kitty Rutherford shared information about her study on the first year of Proof of Concept study.

- **Assessing Writing**
 - ❖ **Dr. Tammy Howard**

Dr. Howard discussed with the Board our peer review process from the USED to include writing on the grades 3-8 and high school English language arts/reading assessments.

HEALTHY RESPONSIBLE STUDENTS COMMITTEE MEETING
(Ms. Tricia Willoughby, Chair; Mr. Reginald Kenan, Vice Chair)

INFORMATION

HRS 1 – The Role of the School Nurse in North Carolina

SBE Strategic Plan:

Goal 5: Every student is healthy, safe, and responsible

Objective 2: Promote healthy active lifestyles for students

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Tiffany Perkins (Director, K-12 Curriculum and Instruction), and Dr. Ellen Essick (Section Chief, Healthy Schools)

Education Building, Raleigh	Thursday, August 3, 2017	Board Room, 9:00 AM
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Description:

The State Board of Education has and continues to advocate for increased funding for school nurses. The Program Evaluation Division of the General Assembly will soon release results of a study to determine the need and costs associated with maintaining an adequate number of school nurses. This presentation will provide an overview of the role of the school nurse and the complexity of health problems experienced by students in North Carolina and the role of the school nurse in managing health issues.

Recommendations:

The State Board of Education is asked to continue to support the need for additional funding for school nurses.

Discussion/Comments:

- HRS Committee Chair Ms. Tricia Willoughby noted a thorough discussion of this item during the Committee on Wednesday.

This item is presented for Information during the August 2017 State Board of Education meeting. (See Attachment HRS 1)

**EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE MEETING
(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

ACTION

EICS 1 – Restart School Applications

Policy Implications:

SBE Strategic Plan:

Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

Objective 1.1: Increase the cohort graduation rate.

Objective 1.2: Graduate students prepared for post-secondary education.

Objective 1.3: Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

Objective 1.4: Reduce the percentage of students needing remediation in post-secondary education.

Objective 1.5: Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP). Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Dr. Nancy Barbour (Director, District and School Transformation)

Description:

Recurring Low Performing Schools have the opportunity to apply for one of four Reform Models to utilize innovative school reform and reverse a history of low performance. The Committee for Education Innovation and Charter Schools and the Department continue to receive a number of Reform Model applications from across the state. The most recent submitted applications are listed by LEA below. These applications are posted for review and will be processed by the Department, read, and reviewed, and potentially edited in preparation for their approval at the August State Board Meeting.

Applications Submitted for Approval: 2 Applications for the Restart Model are being submitted for action. The following list includes the name of the school district and school.

Craven County Schools

1. Oaks Road Elementary School
2. Roger Bell Elementary School

Recommendations:

It is recommended that the State Board approve these applications.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

This item is presented for Action during the August 2017 State Board of Education meeting. (See Attachment EICS 1)

Upon motion by Ms. Rebecca Taylor and seconded by Ms. Amy White, the Board voted unanimously to approve the Restart School Applications, as presented. (See attachment EICS 1)

ACTION

EICS 2 – Aristotle Charter School Request to Contract with AAC

Policy Implications: SBE Policy# CHTR-014

SBE Strategic Plan:

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

Presenter(s): Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

Description:

In 2013, the State Board of Education granted Aristotle Preparatory Academy a 10-year charter. The K-12 charter (currently K – 5) school located in Mecklenburg County is completing the third year of its charter term. The Aristotle Preparatory Academy Board has requested that the State Board of Education allow it to enter into a contract with a charter management company, Achievement for All Children (AAC), to assist with the operation of the charter school. According to policy CHTR-014, an amendment “employing or terminating a management company” requires State Board of Education (SBE) approval.

The AAC management company is newly formed and has not established a track record as yet in North Carolina or elsewhere. A number of questions have arisen concerning the structure and governance of the management company in addition to its capacity to serve the Aristotle Preparatory Academy Board in the successful operation of the charter school.

On July 6, 2017, the SBE formed a 3-member committee to discuss and review the agreement between Aristotle and AAC. The subcommittee met on Monday, July 31, 2017 at noon via conference call. After review and discussion, the committee recommends approval of Aristotle Preparatory Academy's request to contract with AAC.

Discussion/Comments:

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.
- Ms. Taylor stated that Aristotle Preparatory Academy has requested to partner with a newly created charter management organization. As reported on Tuesday's EICS Committee discussion, the prospective contractual relationship has raised concerns that warrant further review. Out of an abundance of caution, moved that the State Board of Education directs its Ethics Liaison to seek a Formal Advisory Opinion from the staff of the Ethics Commission, pursuant to General Statute 138A with regard to this transaction. She further moved that we table action on this item until the State Board of Education reviews the opinion.
- No additional comments were made.

This item is presented for Action during the August 2017 State Board of Education meeting. (See Attachment EICS 2)

Upon motion by Ms. Rebecca Taylor and seconded by Mr. Eric Davis, the Board voted unanimously to accept that the State Board of Education directs its Ethics Liaison to seek a Formal Advisory Opinion from the staff of the Ethics Commission, pursuant to General Statute 138A with regard to this transaction. She further moved that we table action on this item until the State Board of Education reviews the opinion, as presented (See attachment EICS 2)

EDUCATOR STANDARDS AND PRACTICES COMMITTEE MEETING
(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)

ACTION

ES&P 1 – Amendment to Licensure Testing Requirements Policy: LICN-003

Policy Implications: SBE Policy LICN-003

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Robert Sox, (Director, Educator Effectiveness), Dr. Andrew Sioberg (Service Support Coordinator, Educator Preparation), Ms. Susan Ruiz (Section Chief, Licensure)

Description:

The current policy (LICN-003) to exempt incoming students from having to take the Praxis Core tests needs to be updated as the SAT has been revised by College Board. Those changes altered how the test is scored and ultimately where the threshold should be set for exemption. The exemption threshold will impact all educator preparation programs in the state effective Summer 2017.

To provide clarity to the field regarding testing requirements, NCDPI recommends establishing August 15th as the end of the academic year.

Recommendation:

It is recommended that the North Carolina State Board of Education accepts these policy recommendations.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.

This item is submitted for Action during the August 2017 State Board of Education meeting. (See Attachment ES&P 1)

Upon motion by Dr. Olivia Oxendine and seconded by Mr. Reginald Kenan, the Board voted unanimously to approve the Amendment to General Licensure Requirements policy: LICN-003, as presented. (See attachment ES&P 1)

ACTION ON FIRST READING

ES&P 2 – Educator Preparation Program Approvals for Institutions of Higher Education

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators

Objective 3.1: Develop and support highly effective teachers

Presenter(s): Dr. Andrew Sioberg (Service Support Coordinator, Education Preparation)

Description:

Institutions of Higher Education (IHEs) are resubmitting all program descriptions and proposals for evaluation and review this semester. The Educator Preparation Program Approval Committee, with the assistance of DPI Information Technology programmers, launched a Web-based platform for the submission and review of current programs and new program proposals. These proposals are reviewed by trained public school practitioners, content experts, and/or higher education faculty. Extensive feedback is provided to the institution as necessary, and time is provided to make revisions before these are presented to the State Board for approval. Each program submission is reviewed for alignment with recent legislation and State Board policies, including use of a valid and reliable assessment of pedagogy (edTPA or PPAT), minimum sixteen-week student teaching and field experiences every semester in low-performing schools. A chart of reviewed and recommended programs is presented to the Board for approval.

Recommendation:

This item is presented for Action on First Reading at the August 2017 SBE meeting.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

Education Building, Raleigh	Thursday, August 3, 2017	Board Room, 9:00 AM
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This item is submitted for Action on First Reading during the August 2017 State Board of Education meeting. (See Attachment ES&P 2)

Upon motion by Dr. Olivia Oxendine and seconded by Mr. Eric Davis, the Board voted unanimously to approve the Educator Preparation Program Approvals for Institutions of Higher Education, as presented. (See attachment ES&P 2)

DISCUSSION

ES&P 3 – Amendment to Licensure Testing Requirements Policy: LICN-003 – Academically and Intellectually Gifted and Birth-Kindergarten

SBE Strategic Plan

Goal 3: Every student, every day has excellent educators.

Objective 3.1: Develop and support highly effective teachers.

Presenter(s): Mrs. Sneha Shah-Coltrane (Director, Division of Advanced Learning and Gifted Education) and Ms. Steleana Rountree (Consultant, Licensure Area)

Description:

This policy amendment contains two revisions. The first revision focuses on the Academically or Intellectually Gifted (AIG) Add-On License. The second revision focuses on Birth-Kindergarten (BK) License.

AIG Revision:

In response to the NCDPI Task Force on Teacher Recruitment, Credentialing and Retention comprised of Superintendents and district leaders, Volunteer AIG Regional Leaders from all SBE regions, and other educators, NCDPI recommends adopting an ETS Praxis testing option as an additional pathway for licensed educators to obtain an AIG Add-On License with a qualifying score. This amendment will expand the options for teachers to obtain an AIG Add-On license, which will give school districts access to more AIG licensed teachers.

Currently to obtain an AIG Add-On License, teachers enroll in an approved IHE program. While NC has one of the strongest networks of AIG IHE programs in the country, this additional pathway will bring AIG into alignment with other content and exceptional children's areas of licensure and will broaden access to an AIG Add-On License to meet the demands in the field for AIG licensed educators. This recommendation also supports the best practice in gifted education of compacting curriculum and is a mastery-based learning option for adults.

In June, ETS facilitated a standard setting process for the Gifted Education Praxis test 5358 with AIG experts from here in NC. All SBE regions were represented by either an AIG teacher and/or AIG Coordinator. Two IHE representatives were also included, one each representing public and private colleges and universities.

Based on the standard setting committee recommendation, NCDPI recommends a qualifying score of 157 on the Gifted Education Praxis test for a teacher to obtain an AIG Add-On License. This score is in alignment with majority of states that offer this option and with the ETS recommended score. Once data is available from here in NC, NCDPI is committed to re-evaluating the score to ensure it represents the state's needs.

BK Revision:

In April of 2016, after the deletion of Federal mandates for being designated "Highly Qualified", the State Board of Education (SBE) clarified its HQ definition as holding a NC Teaching License in the area appropriate for the course taught. Per SBE Policy LICN-001, the clarification states to be a "highly qualified teacher" at the

elementary school level a teacher must have obtained an appropriate license for the core academic subjects taught and demonstrate subject knowledge and teaching skills in reading/language arts, writing, mathematics, and other areas of the basic elementary school curriculum by passing SBE approved exams required for the license according to the testing requirements outlined in the NC state statutes.

Thus far, the SBE has not required an approved licensure exam for the initial Birth-Kindergarten (BK) licensee to qualify for the teaching license. It has only approved the use of an appropriate BK exam for the purpose of designating those so licensed as HQ to teach grade K. Since there is no SBE approved licensure exam that is required for the BK license, the DPI Licensure Section recommends striking the footnoted language that concludes testing policy LICN-003.

Recommendations:

The State Board of Education is asked to discuss and provide feedback to the proposed changes to the existing policy.

Discussion/Comments:

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.

This item is submitted for Discussion during the August 2017 State Board of Education meeting. (See Attachment ES&P 3)

CHAIRMAN'S CLOSING COMMENTS

Chairman Cobey's closing comments included reminders and information for Board members. First, he reminded the Board that our final draft of the ESSA plan will be formulated based on today's input and any input we may receive from other sources. The draft will come to the Board at the September meeting for approval before it is submitted to the US Education Department. Chairman Cobey urged the Board, if you have any lingering suggestions or comments, to share those with staff immediately so that your ideas and concerns can be addressed. He noted that staff were there to hear your suggestions as we work to finalize, hopefully, the ESSA plan.

Chairman Cobey reminded the Board before returning in September, we will also hear from Governor Cooper's review of the draft plan. Secondly, he reminded them that twice each year we meet for an extended session to reflect on where we are with their mission, goals, and strategies. This year, we have changed their usual April/October meetings to the months of November for the fall and May for the spring.

He asked Board members to reserve on their calendar's both October 31, which was a Tuesday, and November 1, a Wednesday for their Fall Planning and Work Session. Ms. West was working with Meredith College regarding meeting space, along with interaction and participation by their Education Department faculty and students. We will follow this day-and-a-half meeting with a one-day Board meeting back here in the Board Room on Thursday, November 3.

Chairman Cobey asked if there were any items for New Business. Chairman Cobey stated that he had one item of New Business before them today. Chairman Cobey noted that the Board had at their places a copy of a proposed letter of endorsement for the North Carolina Civil War History Center and its goal of making its curricular

Education Building, Raleigh	Thursday, August 3, 2017	Board Room, 9:00 AM
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materials available to classrooms and students across the state. He reminded the Board that Ms. Mary Lynn Bryan made a presentation to the Board on this project in May. Chairman Cobey asked for a motion for authorization by the Board to sign the letter of endorsement.

Upon motion by Mr. Eric Davis and seconded by Ms. Amy White, the Board voted unanimously to approve the Authorization by the Board to Sign the Letter of Endorsement for the North Carolina Civil War History Center, as presented.

ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn.

Upon motion by Mr. Wayne McDevitt and seconded by, Ms. Patricia Willoughby, Board members voted unanimously to adjourn the August 3, 2017, meeting of the State Board of Education.